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THE MONTH.

The next Convocation of the University of Bombay for conferring Degrees will be held in the Sir Kavasji Jehangir University Hall on Tuesday, the 1st proximo.

An English contemporary comments as follows on the recent decision of the University of Cambridge regarding the proposed admission of women to Degrees:—

"Cambridge declines to go as far as the University of London in granting degrees to women. The authorities of the older foundation do not object to ladies becoming scholars; but will not allow them to become Bachelors or, still less, Masters. If clever girls like to go to Girton or Newnham, and keep their terms there and pass the Little-Go, they will be allowed to go in for the Tripos Examinations, and will be placed in the Class Lists accordingly. But they must not graduate. Instead of putting on the B.A. hood they will be granted a certificate setting forth the conditions under which they have been admitted to examination, and the standard to which they have attained. With this they must, for the present, be content. The Syndicate, in recommending all this, declines to admit them to the ordinary B.A. degree. It is, therefore, only in Honours that a certificate may be won. But this is a good beginning, and the sex is patient; we may therefore expect, in due time, to see the long roll of the University adorned with the names of lady-graduates."

But when the times do change, it is to be hoped that the English language will change with them. It is at present so encrusted with the prejudices of more selfish ages, that it has no appropriate terms by which a University can officially designate women-graduates. It would be absurd to call them Bachelors or Masters.

Lamenting the death of the late Duchess of Westminster, a contemporary writes:—"Born to wealth and rank, she was endowed with high gifts of goodness, and a deep sense of responsibility. Surrounded by everything that could make life happy, she held it all as a great stewardship, of which a minute account was to be rendered. Hence she was zealous, charitable, compassionate, and tenderly sympathising. She loved children, and was a great promoter of elementary education. Whether in London, Westminster, or the country, she was the warm supporter of all good works that by their reasonableness and utility recommended themselves to her judgment. Society has lost one of its most graceful ornaments; and education a bountiful friend."

TECHNICAL education in England is making great strides. Its importance, more especially to the working classes, nobody now questions. It is admitted, on all hands, that it must be bountifully provided all over the country. Accordingly, schools and colleges for this express purpose are being liberally established, both in London, and in most of the great manufacturing towns. To these the great City Companies have been conspicuously liberal, and their example has been cheerfully followed by a large number of merchants and manufacturers. One good sign we are very glad to note, and that is an increasing conviction that elementary and technical education are two distinct things, and do not belong to the same school. They must not be confounded with each other, nor be treated as two parts of the same thing. They are essentially distinct, and we should look with anxiety at any attempt to bring technical education into the English Code, and make it part of the work of the Elementary School. It should stand alone; or, if it must be helped and inspected by Government, it should be through the machinery of South Kensington, and not of Whitehall.

THE MATRICULATION PASS-LIST OF 1880 OF THE BOMBAY UNIVERSITY.

	No. of boys passed.
Elphinstone High School	53
Poona High School	28
St. Mary's Institution, Bombay	22
Fort High School	20
Sir J. J. Parsi Benevolent Institution, Bombay ...	18
Bombay Proprietary School	17
Surat High School	15
Ahmedabad High School	15
Robert Money Institution, Bombay	10
Belgaum Sirdars' High School	10

	No. of boys passed.
Rajaram High School, Kolhapur	10
Free General Assembly's Institution, Bombay	9
Narayan Jagannath High School, Karachi	9
New English School, Poona	8
Ratnagiri High School	7
Kathiawar High School, Rajkot	7
Ahmedabad Irish Presbyterian Mission School	7
Belgaum London Mission School	7
Surat Mission High School	7
Nariad High School	7
Chandanwadi High School, Bombay	7
Baroda High School	6
Bhavnagar High School	5
Ahmednagar High School	4
Haidarabad High School	4
Bahadurkhanji High School, Junagad	4
Amraoti High School	4
Akola High School	4
Bishop's High School, Poona	3
Sir Kavasjee Jehangir Navsari Madresa	3
Poona Native Institution	3
General Assembly's Institution, Bombay	3
Broach High School	3
Bairamji Jijibhai High School, Thana	2
Dhulia High School	2
Satara High School	2
Shikarpur High School	2
Navanagar High School	2
Nasik High School	2
Free Church Mission School, Poona	2
Bombay Private English School	2
Bombay Alfred High School	2
Bombay Scottish High School, Byculla	2
Dharwar High School	2
Kaladgi First Grade Anglo-Vernacular School	1
Savantvadi English School	1
Haidarabad Mission School	1
Karvar High School	1
Alfred High School, Cutch	1
Sholapur High School	1
Indore English School	1
Karachi Mission School	1
Private Tuition	61
Total...	430

1st Jagannath Sankarset Sanskrit Scholar—Bhaskar Ramchandra Arte, of the New English School, Poona.

2nd J. S. S. Scholar—Krishnaji Hari Kirkire, of the Elphinstone High School.

Kavasji Jehangir Latin Scholar—Joseph Manuel De Silva, of St. Mary's Institution, Bombay.

Ellis Prizeman—Ghulam Ahmad Munshi, of the Fort High School.

Bai Manekbai Bairamji Jijibhai Prizeman—Alexander Arthur Sutton, of the Scottish High School, Byculla.

1st Sir Jasvantsingji Scholar—V. R. Gandi, of the Bhavnagar High School.

2nd Sir J. S. Scholar—K. K. Joshi, of the Bhavnagar High School.

Kahandas Mancharam Scholar—B. G. Kora, of the Nariad High School.

Sinclair Prizeman—K. B. Abhyankar, of the Akola High School.

THE COMING CENSUS.

—"Man knows partly, but conceives besides,
"Creeps ever on from fancies to the fact,
"And in this striving, this converting air
"Into a solid he may grasp and use,
"Finds progress, man's distinctive mark alone,
"Not God's and not the beasts': God is, they are,
"Man partly is, and wholly hopes to be."—*Browning.*

"Statistics," writes a German author, "scientifically gathered and arranged, are the conscience of the Government, the touch-stone of its legislation and of its administration of the State of which it forms a part," and the census is the fundamental operation in statistics. At a very early period in the historical existence of the world the advantages of statistics as a basis for administration were recognized in a greater or less degree. In this matter, as in so many others, the Chinese were first in the field. We read in Father Goupil's translation of the Tsu-king of Confucius, how the Emperor Yao, who reigned about B.C. 2238, had an official statement prepared of the population and resources of his whole realm. In Jewish administration, the numbering of the people, a practice probably borrowed from the Egyptians, is frequently a prominent feature, from the census which Moses recorded to the time when Joab spent nearly two years in his enumeration of the valiant men of Israel and Judah, besides minor enumerations under later rulers. The first who reduced enumeration to a system, and who have bequeathed us the title now used throughout the civilized world of the West to express the *appreciation* of the condition of the State, were the Roman Emperors. A minute and well organized census was carried out under Tiberius, who, as

Tacitus informs us, "*libellum proferri, recitarique jussit, quô opes publicæ continebantur, quantum civium*," &c. This was a work originally started, however, by his predecessor, from whom the edict went forth, according to the correspondent of the 'most excellent Theophilus,' that all the (Roman) world should be inscribed, or taxed, as it is rendered in the original English version of the narrative. This census was the first one on record at which the enumeration took place by domicile, each head of a family being obliged to betake himself, like Joseph, to his native town, instead of being counted at the place where he actually was at the time of the census, as is the practice now-a-days in most countries, excepting France, Russia, and a few others, where the census, as of old, forms the basis of conscription and the direct taxation of individuals and corporations. Passing over the more or less rough enumerations instituted by different European rulers from Charlemagne downwards, it is enough to mention here that the first regular census in England was not taken till the beginning of the present century; but before entering upon the subject of the census itself, it is worth while to digress a little in order to show the place held by these periodical enumerations in the general body of statistics.

The latter, in the modern sense of the word, were first conceived as a science by certain German professors early in the 18th century, and were definitely placed on a scientific basis some 60 years later by one who, though for a long time known as the father of statistical science, has of late been regarded in many quarters as the Americus, rather than the Columbus, of the new era. Achenwall, however, was no doubt the first to disengage the study of statistics from the various branches of collateral science with which it had previously been mixed, and thereby gave it the initial impetus which started it on a career of independent research. Almost contemporaneously with this new departure in Germany, the same object was being pursued in England on lines which were then held to be completely parallel to those laid down by the Continental *savants*, so that, as might have been foretold, it was not long before a bitter rivalry arose between the two schools. The stand-point of each can best be seen from the definitions they respectively give of the object of their pursuit. "Statistics," says Achenwall, "are the description of the actual situation of the State," by State meaning, of course, the aggregate composed of country, people, and governing body. Moreau de Jonnès, on the other hand, defines statistics as "the science of social phenomena expressed in numerical terms." The former held that history was statistics in motion, whilst statistics were history brought to a stand-still and photographed (as they might have said had the word been current in their time) at a given moment. Hence the name given to them of the historical or descriptive school. The latter, called from the title of a work by one of their founders, the school of political arithmetic, starting from the observation of the regularity of the recurrence of many social phenomena, sought, firstly, to penetrate the relations between different classes of such phenomena, the rules of the sequences to which they conform, and their causes and effects, so that, secondly, the power of prevision might, to a certain extent, be secured by systematic use being made of the uniformity thus discovered. For about sixty years keen was the contest between those who held the actual figures to be the leading element in statistics, and those who would relegate them to the position of mere accessories of the text, and it was not till quite recently that a *modus vivendi* was established between the partisans of each theory. It is not easy, in our present stage of statistical advancement, to realize to one's self how this dispute could have been maintained so long; but a glance over the works of the leading wranglers of the two parties shows that the war was virtually one of words alone. The pages of the advocates of the descriptive method bristle with illustrative calculations worked out after the manner of exact science, whilst authors who write with the object of extolling the virtues of numbers as the only stand-point, cover several hundred pages with text descriptive of the tables of figures at the end of their books, written in some instances to refute theories advanced by others of their own school. There is no doubt that for many years the majority of the professors of the science, especially in Germany, were in favour of the descriptive method, the intrinsic nature of which, added to the usual tendency of students of a new system, was such as to render its merits more likely to be judged under the influence of the authority of distinguished names than would be those of a system depending greatly upon the direct application of pure mathematics. There was also this drawback to the progress of the mathematical school, that its object can only be obtained by the application of its method to a very large number of figures, and for a long time no means of obtaining the requisite data were within reach. Such means, however, were later on provided by the establishment in all civilized communities of the West of organized agency for the collection and digestion of these numerical data, and the compromise finally effected between the two schools was also furthered by the publication of Quetelet's letters on the theory of probabilities, which proved the existence of a regular sequence in the moral as well as in the physical phenomena of society, thus giving a fresh impulse to the study of means and averages, for which the organized agency provided the raw material. London is the Coblentz at which these two streams, of different sources but the same outlet, united their volumes into rational harmony. "This science," enounces the Statistical Society of that city, "seeks, like several others, to deduce from facts well-established general principles which affect or interest humanity." The facts are generally, it is true, figures, but these figures require elucidation. An English statesman, some years ago, addressing the Statistical Congress, passed a comment on the trite sarcasm about the capacity of figures to prove anything, likening the bare tables of statistics to the rough block of marble of which it takes the eye of the trained sculptor to perceive the manifold uses awaiting development; and a German *savant* (for that nation now acknowledges the unity of the science*), writes, "having got our figures, we must unlock their tongues." It is in these very processes of unlocking the tongues and hewing the block that the old sarcasm on the veracity of figures is too often found applicable. The sculptor must be not only master of his craft, but free from all prejudice or bias in favour of preconceived desire as to what theory the finished work is to prove. There must be none of the Pygmalionic frenzy: the truth, the whole truth, and nothing but the truth, in statistics, as in law, is the only goal the investigator must have before him. It is from some suspicion of tables with a *tendency* that in France, where statistics are collected and digested in a central bureau directly subject to the influence of the party in power, the savants of that country demand that the tables containing the bare figures should alone be issued by Government without comment, so as to avoid the charge of 'disloyalty to the data' as they express it.

The controversy having been one chiefly of definition, one might reasonably expect to find in some of the works on the subject a final demarcation of the province the science was expected to occupy. One German writer gives 62 definitions, and adds his own, which he violates in his text shortly afterwards. Another, more prudently, analyses the subject without compressing it into a definition. Statistical science, in reality, consists of two elements, science proper, and method, or system. As a science, it tends, by means of accurately observed facts, to exhibit the political, economical, and social condition and situation of a nation, or collection of human beings. As a method, or system of observation, in which aspect it is most closely connected with other sciences, its characteristics are—(1) The use of numbers to express phenomena; (2) their classification in such a manner as to show comparatively permanent phenomena after eliminating from them casual or accidental ones; (3) the comparison of either of these groups of phenomena with groups of similar phenomena collected at different times, in different places and under different circumstances; to which may be added (4) the use of data mathematically worked up in induction or more or less direct deduction. It is to the fact of this method having been applied to so many different branches of inquiry that may be attributed much of the confusion that arises whenever a definition of the science itself is in question. Without entering any further into this question it is enough to mention that the word *demography*, first coined by a French writer in 1855, has since been adopted pretty generally to express the object of statistics as a science. It may be inferred in connection with what has just been said about the method of observation, that the means by which this object is sought to be attained is by studying the oscillation of phenomena which are subject to variation, and measuring their range so as to discover the mean or centre from which the variations take place, and, wherever practicable, their cause and effect, just as the structure and functions of the brain are investigated by means of special observation of that organ under different morbid conditions. This necessarily follows from the mere fact that the subject of observation in this science is human nature and human society, whose properties are above those of all other phenomena subject to variation. "The principal cause of this peculiarity," says Mill, in a well-known passage which gave rise to voluminous controversy, "is the extensive and constant reaction of the effects upon their causes. The circumstances in which mankind are placed, operating according to their own laws and to the laws of human nature, form the characters of human beings; but the human beings, in their turn, mould and shape the circumstances for themselves and for those who come after them." Looking at the complexity of human existence, the number of influences affecting every action, the constant variation from year to year and from generation to generation, it is clear that for statistical purposes no isolated phenomenon is of any use, but all inductions must be based on large groups of collected facts. In the lower orders of nature, on the other hand, the circumstances being simple, the variations from each type are few and of short range, so that no very large number of facts is required for inductions. Advancing in the scale of life, the variations from the type become gradually more frequent and pronounced. The factors of life grow more numerous, and individuality, or that which is special to the individual, increases in the direct ratio of the increasing complexity of the surrounding relations, whilst the type becomes harder and harder to discover, and of less use as a guide when found. Here, then, we reach the point at which the census becomes necessary. To obtain a standard, or an absolute or even approximate constant quantity, requires the synthesis of large numbers of individual cases, from which, by examination of the variations and their ranges, an average, or typical figure, is extracted. It is not enough to do this for one country alone. The vital principle of statistics is comparison, and the larger the field from which the data are gathered the more fruitful are the results. Hence the advantage of an enumeration taken simultaneously in different countries, or in every part of the same empire, as is being attempted in 1881. In order to ensure that the data collected in one country or province are capable of being compared with those from another, it is of course essential that they should have the same co-ordinates, and that the rules under which they are collected, if not known to be identical in both, should be fully published with the results, so that by eliminating differences arising from different systems or definitions they can be reduced to a common denominator. The figures for a year succeeding one of severe famine in India, or of war in Europe, are scarcely capable of fruitful comparison with those of the last year of a cycle of peace and plenty. In a place where the population is changing and migratory, as in Ceylon and some agricultural districts of England, the statistics of the calendar year will probably not bear comparison with those of an official year including or excluding special seasons when the population is in motion. No serious error is likely to occur if full weight is given to all such circumstances. But the really misleading data are those which are based not so much on different rules of collection, as on different interpretations of the same rule: when, for instance, to take an example from the Bombay enumeration of 1872, in district A, a large number of women were recorded as employed in cotton-spinning, the same class in district B being entered as labourers, and in district C as domestic servants. So, too, the large number of milliners and dressmakers that appeared in the returns of some remote districts turned out to be the widows of tailors and cloth-sellers. The emigration agents, again, were Chinese gardeners and cane-weavers, and the consuls were agents for Native States. Other statistics, too, besides those of occupations, are liable to be falsified by pure misinterpretation. Persons who can only sign their own name, for instance, are entered in one country as educated, in another as illiterate. The distinction between adult, child, and infant is drawn at different ages in different countries, the child in England being, at the same age, a parent in the tropics. But in many cases such anomalies are left to correct themselves.

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* Whilst the combination of text and table is acknowledged to be correct by all working statisticians, professors of this science, who are not called upon to apply their theories in actual practice, are still divided into different schools.

The broad lines on which a census should be organized have been thus laid down by statisticians at the different congresses in Europe. Firstly, the enumeration should be taken at the time when the population are most likely to be at home, and at the corresponding time at each succeeding census. Secondly, the information required must be formulated in the simplest possible manner, and yet so clearly indicated that no misinterpretation is likely to occur. Thirdly, the answers should be asked for in the shortest possible form, so as both to give less trouble to the person enumerated as well as to bind him down to precision. Fourthly, and most important of all, the questions must be so framed as to involve no special views or interests, nor to excite suspicion or prejudices. Taking all these points into consideration, the vast difficulties of a census of an empire like India appear on the surface. An obstacle is found on the very threshold of the operations in the difference between the various Provinces as regards season, agriculture, and occupation. One month, suitable for Bombay is, found to be the very one when five-sixths of the population of Burmah are in or on the water, fishing or conveying timber and rice to the coast. Another, free from pilgrimages in Madras, is too hot for Bengal, whilst in Oudh the prevalence of large fairs and religious gatherings at one date induce the authorities to propose another which is the favourite one for weddings in Bombay. Due consideration having been given to the recommendations from each Province, the date chosen is that which is the least inconvenient to the country in the aggregate, though possibly not entirely suitable to any individual division of it. As a matter of fact, Bombay is rather favoured in this arrangement, since the 17th February, which has been fixed for the final enumeration, corresponds with the date of the preceding census, nine years ago, and is probably somewhat before the propitious season for wedding festivities has fairly commenced. As regards the second and third points, the art, that is, of putting simple questions in order to obtain the information as uniformly and correctly as possible, without giving the householder unnecessary trouble, or leaving him room for doubt as to his answer, the difficulties in India are far greater than in any European country. There is, in the first place, the task of giving in numerous vernaculars the exact equivalent, not the mere literal translation, of the standard forms. The phraseology of the educated classes in many cases would not suit an inquiry made amongst the masses, who in each large section of the community have not only their own colloquial terms, but apply, also, ordinary terms in a special sense quite distinct from the general usage. There is, again, this obstacle, that whereas in England about 80 per cent., at the least, of the householders are more or less educated, in India the converse is the case, and the 80 or even 90 per cent. represent the illiterate. In the former country a householder can always have recourse to a neighbour if in doubt about the answers he is required to fill in, whilst in India it is only in the capitals and larger cities that he has a chance of obtaining such assistance, and even there, the habits of society render many classes reluctant to admit an educated stranger into their confidence. It is only by the use of copious and simple explanations, and by occasional illustrations, that the inquiry can be made intelligible even to the educated middle classes, so that little can be hoped for in this direction as regards the masses. Lastly, the meshes of prejudice, interests, and suspicion are far wider cast in India than in Europe. Even in England, where this difficulty is felt much less than in countries administered like France, Russia, and Germany, concessions have to be made in certain quarters. In India the prejudices to be avoided are chiefly social ones, and in many cases are such as will yield in the course of time to the influence of the external agencies which are closing round upon them year by year. Meanwhile efforts must be made at each census to obtain the desired results of the enumeration without violating any of the more wide-spread and deep-rooted of these sentiments.

As regards, now, the impending census, the first point that claims attention is the system on which it is to be carried out. In a country where probably not ten persons out of a hundred can fill up their own forms, it is obviously futile to follow the European method of distributing household or individual schedules to be returned duly filled in when called for during or after the census. This course, therefore, is only suitable to Bombay and similar large centres, where, as in 1872, the European plan of leaving a schedule with the head of each household will be followed. Throughout the rest of the country, the persons employed as enumerators, two-thirds of whom will be public servants, such as village and táluka officers, departmental subordinates, and the like, will be furnished with a book of forms, one of the latter being filled in for each house, according to the answers verbally given to the enumerator by the chief resident of the household. These enumerators, at the time of receiving their books, will be given detailed instructions as to what they should enter in every column of the form, and how they should get the required information from the people. They will be supervised by officials of a superior grade in the rural circles, and by the Municipal Commissioners in towns. Controlling officers, again, are in turn to be appointed to larger areas, and charged with the organization and superintendence of the whole of the arrangements therein. It is, of course, impracticable, without a large and unwieldy army of enumerators, to record the whole of the information regarding each individual in the course of a single night, and yet it is one of the cardinal principles of a census that, except in such remote and wild tracts where night-travelling is out of the question, and the population, therefore, not given to wander far from home, the enumeration must be completed synchronously, or at one and the same time, and that a time when the people are most likely to be at home throughout the area where it is taken. The only means, therefore, of attaining this object, is by relieving the officers who go the final round on the date fixed for the census, of the greater part of their clerical labour. This is effected by distributing beforehand to the enumerators, or those of them whose services are available—such as village, revenue, and educational officers, the form-books relating to their villages, and thus getting the whole of the particulars regarding the ordinary residents filled in in anticipation of the final enumeration. By having this done for every enumerator's block, the work on the night of the actual census is reduced to bringing the record up to date; by entering, that is to say, all persons then present who were not there at the previous enumeration, such as visitors and infants just born, and striking out the entries of those who are no longer in the house. The supervisors, meanwhile, who are presumably men of wider education and occupying positions of responsibility in their own departments, will have seen that the meaning of the instructions is fully grasped and correctly applied by the enumerator to all cases falling within his limits, so that on the night of the census the supervision will chiefly consist in seeing that the enumerators are properly at work and are receiving all due assistance from the local officials. On the day after the final enumeration the scrutiny of the entries will be continued until all are passed by the supervisor, who, after certifying to their correctness, is to see that they are conveyed safely to the head office of the táluka, or of the ward in towns, and there registered, pending tabulation of the results. Such, in short, is the *modus operandi* that will be pursued, with a few modifications where necessary to suit local circumstances, throughout the country. It will be seen from the superficial description given here that this census differs in several most important respects from that of 1871-72. In the first place, steps have been taken to make it universal over the whole country. Not only have the different Provinces, which have hitherto carried out local enumerations independently of each other been all restricted to the same date, but the enumeration will extend, also, to the vast territory under Native administration, as the advantages of an accurate census have been perceived by all the chiefs and feudatories without exception, and arrangements for taking it are being made by them in general accordance with those in progress in British territory. In addition to this great step forward, a further advance towards uniformity has been made by the prescription of one general code of instructions for all parts of the country, the only deviations from it being allowed in cases where some special modification is required, in order to procure results in harmony with those for the rest. These are the principal features of the procedure, if we except the establishment of a special agency to organize the arrangements in each Province, in subordination to a central authority for the whole Empire, and the introduction of legislation to strengthen the hands of those who have to work under these arrangements. The former is indispensable at a first attempt of this sort, though probably ten years hence one central officer will be able, thanks to the experience now being acquired, to control the whole of the operations throughout the country. The latter measure is rendered necessary by the possibility of a few cases occurring in which it will be brought into play, though such cases are not likely to be at all frequent. Bearing in mind, however, the advance the country has made of late years in social matters, it is essential that every step should be taken on a legal footing. For instance, though full provision is made in the Bombay Municipal Act for enumerating the people, no such provision is in existence in the rural parts of the country; hence the appointment of census-officers, the empowering them to take such steps by visiting householders, asking them questions, and so on, as are necessary for the filling up of the returns, the imposing upon every citizen the obligation of answering such questions to the best of his knowledge and belief, and similar measures, require the aid of law no less than the protection of individuals against offensive and improper questions unauthorizedly put by an irresponsible enumerator, or than the security of the Government against the concoction of false returns. Law has therefore been called in to give the enumerator a firm footing, as long as he confines himself strictly to his duty, and to punish him when he oversteps the limits of the prescribed instructions to the annoyance of others, or turns disloyal to his employers. It also enables the Government to secure from a few recalcitrants the assistance which the spontaneous co-operation of the majority has led it to expect voluntarily from all. Another important matter which has been set at rest by the Census Act is the value of the census-return as evidence of any civil claim or right. Even if the intrinsic nature of the record, and the circumstances under which it is made, were such as to render it of any value as proof of any fact, it is of equal importance, in a statistical point of view, that all such properties should be removed before the census. The enumeration deals with bare facts, and should be free from tendencies and *arrière pensées* of any description; besides which there must be considered the inconvenience to the compiling authorities if, in order to prove that a third party, being a census officer, had entered on the return, at the dictation of an interested party, the fact that the latter party was of a certain age, or was unmarried, or bore a certain relationship to some other party, a civil court had power to send for and detain for some days, or perhaps weeks, the original returns. An exception is made by the law in favour of criminal proceedings, in which these returns can be used as evidence, on the principle, probably, that no person should be deprived of even the most remote means of clearing himself of an accusation brought against him. But when the nature of these returns comes to be considered, the flimsy evidence they afford of any fact is at once apparent. For instance, if a man wishes to prove an *alibi*, by showing from the census returns of a certain village that he was enumerated at a distance from the scene of the offence laid to his charge, he must also prove (1) that the enumerator had a personal acquaintance with him; (2) that he was enumerated at a certain hour between 8 P. M. and 6 A. M. too near the time of the offence to have allowed him to reach the spot where it was committed after having been enumerated; and (3) that he was present at all when he was enumerated, for, according to the rules of most modern enumerations, which have been followed here, a person absent from the house for a few hours, and taking his meals from it, as when he goes out fishing, watching crops, guarding warehouses, &c., at night, and so on, is enumerated as if he were present. Virtually, therefore, the utility of the census return is confined to its legitimate object, so that no one will gain in other respects by making an incorrect return, or lose if he has the simple truth recorded, and where the law is respected nearly as much as a weapon of offence as for its protective qualities, this is no small advantage.

The last point that it is worth while noticing is the information that people are being thus called upon to give. This comprises most of the items specified by the first Belgian Census-Committee, whose schedule has been taken as a standard by various statistical societies. There is, first, the *name*; secondly, the *sex*; thirdly, the *age*; fourthly, the *connubial position* or civil condition as it is literally and somewhat misleadingly rendered, meaning the status of the individual as regards marriage; fifthly, the *religion*; sixthly, the *caste* or *persuasion*; seventhly, the *mother-tongue*; eighthly, the *birth-place*; ninthly, the *occupation*; tenthly, the degree of *instruction*; and lastly, the record of certain important *infirmities* which not only as a rule prevent the individual from following any regular occupation, but are such as can be somewhat mitigated or relieved by State or charitable action, when once brought to notice. It is plain from these headings that in a country like this, peopled by so many different classes, many of whom shrink from any social intercourse with each other, and entangled by so many webs of prejudice and ceremonial, such information is likely to be withheld from all sorts of motives, social, religious, political, and also moral (for we must regard the matter from a relative point of view). Great care has therefore been enjoined upon all those who had the task of framing the instructions to make the people enumerated understand that the information is not gathered in a way to offend their notions of propriety, and will not be made use of in any way by which they individually or their families will be brought to notice. For instance, taking the headings as they come, the name is only required for the immediate purposes of enumeration, in order that enumerators and supervisors may at once identify and test, respectively, the returns for each house. After the enumeration is over, no use can be made of the names; for statistics, as has already been remarked, can only be used in large aggregates and in abstracts. As for the names of females, regarding which there is the widest-spread desire for secrecy, the enumerators are forbidden to insist upon having them recorded, as also to call upon a woman to mention her husband's name. A householder need only return so many 'females' without naming them, though he is bound to give the rest of the information required with respect to them in common with the rest of the community. It will be noticed, in connection with this question, that the relationship of the different inmates of the house to each other is not on this occasion required, though it was recorded in 1872. In a more industrial country, great use can be found for this information, but here it would be superfluous. Then, again, as regards age, the difficulty regarding girls and women is prominent. No doubt, amongst the middle and upper classes, especially of Rajputs and Muhammadans, there is a strong objection to giving this information. Still, if they grasp the fact that the person whose age they are asked to tell is not before the enumerator, nor known to him by name or by her relationship to the informant, their reluctance may be induced to thaw. According to the instructions, too, though an enumerator is at liberty to make a guess, if necessary, at the age of any person voluntarily produced before him, he is prohibited from insisting upon seeing any female not so produced. The marriage-statistics will be necessarily of the vaguest description. The question to be asked is simply whether a person considers himself or herself to be married according to law or custom. In this respect second marriages are as valid as first, and a child who has gone through the ceremony will be put down as married, even though of tender years. So, too, the custom amongst certain castes of avoiding the expense of weddings by marrying their daughters to a nosegay or a sword, and immediately widowing her by throwing the bridegroom down a well so as to leave her free for the inexpensive ceremony of second nuptials, will be recognized. As a matter of fact, of course, nearly all Hindu girls, and most of the local Muhammadans who have retained Hindu customs after their conversion to Islám, are married. Neverthless, the statistics regarding males will be of considerable interest and utility, if not now, at all events for purposes of comparison ten years hence. The heading of religion carries with it little difficulty or prejudice. Doubts will, of course, arise as to the religion of jungle tribes, and as to whether Jains are part of the Hindu orthodox community, as in Gujarát, or hated schismatics, as in parts of Madras and Upper India. The Bráhmo, too, or member of a similar Somáj, will perhaps be doubtful as to his denomination, his tenets not yet having attained the position of a "world-religion." Questions of caste and sect under the next heading will, of course, be almost innumerable, and can only be regulated by the intelligence of the census-officers in applying the broad general rules laid down for their guidance. These contemplate caste entirely in its social aspect, and not as in any way equivalent to persuasion or sect in other religions than Hindu, which ought, had there been means of so doing, to have been recorded in a separate column. It is of course essential to obtain information regarding the number of Bráhmans, agricultural classes, artisans, labourers, and so on, but in the case of the first class, which comprises so many subdivisons which are virtually separate castes, and in many instances quite distinct in character and occupation from the majority of the Bráhmanic tribes, it is necessary to obtain a more accurate record. It is the same as regards the Mussulman population, which comprises a number of distinct subdivisions owing their origin to the Hindu tradition received from their forefathers of that religion. The attempt to obtain a classification of the Hindu community by sects was a failure at last census, as some seven-thirteenths of the population were unable to give the information in the form in which alone it could be asked for, and it is probable that the results would be the same now were the attempt to be renewed. The upper and middle classes of Hindu society, Bráhman, commercial, and official, do, no doubt, keep up sectarian distinctions on grounds which they more or less comprehend, but amongst the lower classes the knowledge of sect is usually confined to the fact that they worship a certain god, whilst others of their acquaintance do not, and it would, therefore, be left to the enumerators to assign this god to his proper sect. It has been thought worth while, however, at the advice of scholars, both European and native, to take this opportunity of collecting some important information regarding sect and Vedic tradition amongst Bráhmans, and a supplementary inquiry will be made in most districts into the number of prevalent Shákhás and Sutras as well as of Gotras in the different sections of this class. This information, accurately tabulated, may, in the hands of Sanskrit students, lead to fruitful results, especially with reference to the dispersion of the original tradition and the direction from which it entered this part of the country.

With regard to the rest of the information little need be said. It is useful to ascertain the number of individuals speaking each vernacular or foreign language respectively, and more useful to find out the degree to which migration or change of domicile has extended in this country of custom and insensibility to the influence of progress, but, considering the proportion of people that will be recorded in the districts in which they were born to those who have shifted their domicile, it may appear somewhat as if the whale had been cast out in the hopes of attracting a sprat. The entry of occupations is here, as at every census that has yet been taken in East or West, the most difficult task in the whole proceeding. Not only may the same occupation be recorded under half a dozen distinct names, but it may not be correctly recorded at all, as regards either description or the numbers exercising it. The two leading principles of the instructions on this point are, firstly, that every person, young or old, male or female, who does any special work, must be recorded as occupied with that work, and, secondly, that the occupation so recorded must be the principal one, that is, the one which occupies the chief part of the person's time, or by which the livelihood is chiefly obtained. One exception is made, to the latter rule, in favour of agriculture or income from land, which, as being the occupation of the largest portion of the community, merits the most minute and careful investigation. It has, therefore, been ordered in the instructions that when a person exercises more than one occupation, one only should be recorded, and he must state the one which he considers the principal one, as above described, but, if the subsidiary occupation be the cultivation of land, or if the letting of land for cultivation be a subsidiary source of income, it must also be entered in the return, so that a reasonably accurate estimate may be given of the number of persons having an interest in, or gaining their living from, by, or on the land.

A description of the nature of the census-inquiry, the way it is to be conducted, and the use to which the results can be put, has been here given at some length, both on account of its novelty in the eyes of more than the wholly uneducated natives of this country, and also because of the importance attached to it by the Government, as manifested in the closing of all public offices and departments for three days, in order to set the services of the subordinates therein at the disposal of local census-officers for employment as supervisors or enumerators. It will be evident, however, from what has been said above about the preliminary arrangements, that the real work of enumeration must be done long before the returns are checked by the night-visit of the 17th February, and, accordingly, the co-operation of all officials, and occasionally of the leading townsmen, has been requested in preparing beforehand the returns for places where they are themselves resident and employed for only a portion of the working-day. In England, where the employment of paid enumerators is universal, owing to the comparatively small labour entailed in collecting schedules already filled in, and where each enumerator partially tabulates the returns he has himself collected, there is no cessation of ordinary business, whether public or private. Here, where perhaps ninety people out of a hundred are dependent upon another for the completion of their returns, the same facility cannot be expected, and it will therefore be the duty of all employed to render the difficult task as little troublesome to the community and as efficiently performed as possible, whilst, on the other hand, the enumerators have every right to expect the sympathy and co-operation of all persons who have enough intelligence and education to see the bearings of the measure and to appreciate its immense value.

January 4th, 1881. J. A. BAINES.

A LECTURE ON THE "STANDARD PRONUNCIATION OF ENGLISH;" BY MR. ALEXANDER J. ELLIS, B.A., F.R.S., F.S.A., F.C.P., PRESIDENT OF THE PHILOLOGICAL SOCIETY, NOV. 17, 1880.

Continued from vol. XVI., p. 285.

The means I shall use for that purpose is my own Glossic, of which I gave an account in this room some ten years ago, and which may be sufficiently explained for my purpose to-night by the following scheme:—

KEY TO ENGLISH GLOSSIC.

Read the large capital letters always in the senses they have in the following words, which are all in the usual spelling, except the three underlined, meant for foot, then, rouge.

bEEt	bAIt	bAA	cAUl	cOAl	cOOl
knIt	nEt	gnAt	nOt	nUt	fUOt
	hEIght	fOIl	fOUl	fEUd	
	Yea	Way	WHey	Hay	

Pea Bee Toe Doe CHest Jest Keep Gape
Fie Vie THin DHen Seal Zeal ruSH rouZHe
eaR R'ing eaRR'ing Lay May Nay siNG

R is vocal when no vowel follows, and modifies the preceding vowel, forming diphthongs, as in pEER, pAIR, bOAR, bOOR, hERb.

Use R for R', and RR for RR', when a vowel follows, except in elementary books, where *r'* is retained.

Separate *th*, *dh*, *sh*, *zh*, *ng* by a hyphen (-) when necessary.

Read a stress on the first syllable when not otherwise directed.

Mark stress by (·) after a long vowel or *ei*, *oi*, *ou*, *eu*, and after the first consonant following a short vowel.

Mark emphasis by (·) before a word.

When three or more letters come together, of which the two *first* may form a digraph, read them as such.

By the help of some such alphabet as this, which has the merit of not requiring any new types, and is therefore immediately available, we can record pronunciation with a considerable degree of accuracy for the present time and place, which is all that is needed to-night. But it is evident that some comprehensive standard alphabet thoroughly understood is a first condition for the record of any pronunciation, and until we have it, there is no hope of our fixing pronunciation at all, or laying down an approximate standard of speech.

Granted, then, that we have at present no standard of pronunciation, what have we to guide us? We have several *received* pronunciations, that is, several different systems of speech-sounds which each of us may make use of at pleasure, without either failing to be understood by an audience, or offending the ears of persons who have prejudices on the subject. And we have myriads of pronunciations which are *not* received, that is, which are *rejected* by such ears, and stigmatised vulgar, illiterate, provincial, foreign, or in one word ignorant. But the "debatable land" which separates the received from the rejected, is by no means a narrow strip; it is a broad band, within which it is difficult to say whether a pronunciation is or is not received. You will have observed perhaps that I somewhat lamely defined those who determined the receptability of a pronunciation as "persons who have prejudices on the subject." Who are these persons?

First, the leaders of "Society." These have been from all time the determiners of received speech. The people in power, the governing body, the valiant thanes, the nobles, the wealthy commoners, and, a most important element, their womankind, by constantly associating together, acquired a certain roughly defined mode of speech, and made it a sort of shibboleth, so that any one not using it, or using some terms or sounds manifestly outside the limits, were felt not to belong to their "order." Pronunciation became, and still remains, a mark of social rank, or more strictly of its absence, for now-a-days a man may speak like one of the upper ten without belonging to them, but he can't belong to them if he speaks like the lower million. But all this class decides entirely by prejudice, very few indeed having any knowledge at all on which to form a judgment.

Next, the "educated classes." When the barons issued the first English proclamation of our Norman kings in the name of Henry III., on 18th Oct. 1258, they addressed it "to alle hise holde ilærde and ileawede," that is, "to all his lieges, learned and lewd," meaning really "clerical and lay." This was the original distinction. Our modern use of the word "clerk," as a mere writer, and the happily somewhat antiquated custom of "benefit of clergy" (it existed when I was a boy), where a man escaped capital punishment if he could read "the hanging verse," as it was called, in the Psalms, because "he read like a clerk" ("legit ut clericus" was the technical phrase)—these uses clearly demonstrate the original English identity of the "learned," that is, the "educated," with the "clergy." They are far from being the same now. All the clergy are more or less educated, but there is a large body of educated men (*and* women, I am happy to add) who far outnumber the clergy. But in the olden time these clergymen, monks and others, were the writers, the founders of our literature, whose minds were therefore frequently led to consider the relations of sound and symbol, and, by looking back upon old documents, to determine in their own minds what "ought" to be said. We have a notable instance in the Orrmulum, written in the 12th century, and spelled systematically to indicate the pronunciations, whose writer entreated his copyists "to look well that they wrote it thus, for they could not otherwise write English correctly." This was an attempt to vindicate "received" speech. Again Dan Michel of Northgate, Canterbury, in the beginning of the 14th century, expressly tells us that he wrote his *Remorse of Conscience* (or in his own lanuage *Ayenbite of Inwyt*) "with English of Kent," because his book was "made for lewd men, father, mother, and other kin, to save them from all kinds of sin." Here, then, we have a distinct recognition of two kinds of speech, the educated and the ignorant, and have them written with the greatest care by two learned men, whose original manuscripts exist and have been very accurately printed. Now how does this act at the present day, with which we are this evening chiefly concerned? The educated men are a very mixed class indeed, and have great varieties of pronunciation. Those who have been to public schools and the universities mostly belong to the first class—the leaders of society—and have acquired their pronunciation by imitation without knowledge. But some, university men especially, do not necessarily belong to this class. They have been mostly through life students of language, indoctrinated in the most prejudiced and at the same time inconceivably absurd pronunciation of Latin and

Greek, current in England, but seldom taught anything of the original form of English, known as Anglo-Saxon, still less of the nature of speech and its influence on the transmutation of words, and nothing at all most probably of the special history of English speech sounds. These men are therefore apt to give in to great absurdities in the matter of "correct" speech, such as Shakespeare ridiculed in the *Holofernes* of his *Love's Labour Lost* (beginning of Act 5). They do not allow for progress in speech, and would have us speak now as they think the letters they use indicate, without knowing what they did indicate when they were first used, or even what the letters first used might have been. Most of these ears are therefore guided also by prejudice.—(*To be continued.*)

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications:—

1. Report on Public Instruction in Bengal for 1879-80.
2. Ditto ditto in N. W. Provinces and Oudh for 1879-80.
3. Ditto ditto in British Burma for 1879-80.
4. Ditto ditto in the Haidarabad Assigned Districts for 1879-80.
5. The Journal of the National Indian Association for November and December 1880.

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH NOVEMBER TO 15TH DECEMBER 1880.

New Map specially prepared.

MARATHI.	Rs.	a.	p.
Johnston's (A. K.) Map of India, coloured, varnished, and mounted on cloth and rollers	6	0	0
New Editions published.			
MARATHI.			
Patavardhan—Elementary Geography, Part I. (Bombay Presidency), 4th edition	0	1	6
Do. Modi Third Reading Book	0	8	0
Godbole—Vritta Darpan (Mirror of Prosody), 8th edition	0	1	9
GUJARATI.			
Hope's Second Book, 13th stereotyped edition	0	2	0
Narmagadya; or Prose Work of Kavi Narmadashankar Lalshankar, 2nd edition	2	8	0
Pranlal—Life of Columbus, 7th edition	0	8	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Matting.

MEMO.

The subjoined Government Resolution is published for the information of Educational Officers in the Central Division.

T. WADDINGTON, Colonel,
Educational Inspector, C.D.

Poona, Office of the Educational Inspector, C. D.,
17th December 1880.

No. 4168.

Matting.

FINANCIAL DEPARTMENT.

Bombay Castle, 25th November 1880.

Transfer from the Educational Department of the Secretariat, No. 1133, dated 6th September 1880, of the following paper :—

Letter from the Director of Public Instruction, No. 2670, dated 30th August 1880, requesting, with reference to Government Resolution, Financial Department, No. 3928, dated 13th September 1877, sanction to an expenditure of Rs. 783-5-4 for matting the floor of the L. F. Schools in Sind, and of the office of the Deputy Educational Inspector, Karachi, as per appended list; stating that the cost can be met from the contingencies of the schools (local) and from the contingent grant (provincial) of the Deputy; and adding that sanction to similar charges was given last year by Government Resolution, Financial Department, No. 3250, of 23rd September 1879.

Memorandum from the Accountant-General, No. L. F. 10798, dated 28th September 1880, stating that the proposed expenditure of Rs. 783-5-4, if sanctioned, will be met from the contingent grant of the several schools and Deputy Inspector's Office, as proposed by the Director of Public Instruction, but that the necessity for the renewal of the matting annually has not been established; and recommending, for reasons stated, that the matting may be allowed as usual.

Memorandum from the Director of Public Instruction, No. 3956, dated 3rd November 1880, submitting a letter from the Educational Inspector in Sind, who explains why matting is necessary.

RESOLUTION.—Government are prepared to sanction expenditure for matting schools when the floors of the schools are of earth or cowdung plaster, and for re-matting such floors when a renewal of the matting is necessary, owing to wear and tear. The proposed expenditure in this instance is accordingly sanctioned, as Government presume that it has been ascertained that the matting, for the renewal of which permission is solicited, is now worn out and unfit for further use.

(Signed) JOHN NUGENT,
Acting Secretary to Government.

Book Sanctioned.

NOTIFICATION.

The undermentioned Book, which can be obtained from the Curator, Government Central Book Depôt, is sanctioned for use in Marathi schools :—

The Modi Third Book by Rao Saheb S. V. Patvardhan.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd December 1880.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH NOVEMBER TO THE 15TH DECEMBER 1880.

17th November 1880.—Twenty days' leave, without pay, is granted to Mr. Bhagwanlal Ranchodlal Badshah, Fifth Assistant Master, Nariad High School.

19th November 1880.—Mr. S. R. Datar is appointed substantive *pro tem.* Sanskrit Teacher in the B. J. High School, Tanna.

20th November 1880.—An additional year's leave, without pay, is granted to Mr. Fakirbhai Tuljaram, Head Master, Sir J. J. School, Surat.

23rd November 1880.—Mr. Govind Narayen Kelkar, B.A., is appointed Acting Third Assistant Master, Poona High School, *vice* Mr. Hari Ramchândra Patwardhan, resigned.

25th November 1880.—Fourteen days' leave, out of the year's leave, without pay, granted to Mr. V. S. Vaidya, Fifth Assistant Master, Junagad High School, is cancelled.

26th November 1880.—Mr. Khubchand Lohumal, Fifth Assistant Master, Shikarpur High School, and substantive *pro tem.* Seventh Assistant Master, Haidarabad High School, is appointed Seventh Assistant Master, Haidarabad High School.

26th November 1880.—Mr. Fatechand Vassanmal, substantive *pro tem.* Seventh Assistant Master, Haidarabad High School, and Acting Persian Teacher, High School, Shikarpur, is appointed Fifth Assistant Master, High School, Shikarpur, and Acting Persian Teacher at that place.

26th November 1880.—Mr. Idanmal Utamchand Lalvani, Seventh Assistant Master, N. J. High School, Karachi, and Acting Fifth Assistant Master, High School, Shikarpur, is appointed First Assistant Master, Anglo-Vernacular School, Tatta, and Acting Fifth Assistant Master, Shikarpur High School.

29th November 1880.—One year's leave, without pay, is granted to Mr. Partabrai G. Mehta, Third Assistant Master, Bhavnagar High School.

4th December 1880.—Sixty-eight days' sick leave is granted to Mr. Fatehchand Vasanmal, Acting Persian Teacher of the Shikarpur High School.

6th December 1880.—Mr. Fatehchand Vasanmal, Seventh Assistant Master, High School, Haidarabad, and Acting Persian Teacher, High School, Shikarpur, is appointed First Assistant Master, Anglo-Vernacular School, Sakkar, and Acting Persian Teacher, High School, Shikarpur.

6th December 1880.—Mr. Kirpaldas Khamchand Gajra, Head Master, Anglo-Vernacular School, Tharushah, and substantive *pro tem.* First Assistant, Anglo-Vernacular School, Sakkar, is appointed to act as First Assistant, Anglo-Vernacular School, Sakkar.

6th December 1880.—Mr. Manghumal Menghraj, Second Assistant Master, Anglo-Vernacular School, Sakkar, and substantive *pro tem.* Head Master, Anglo-Vernacular School, Tharushah, is appointed to act as Head Master, Anglo-Vernacular School, Tharushah.

6th December 1880.—Mr. Khulchand Sohumal, Fifth Assistant Master, Shikarpur High School, is appointed Seventh Assistant Master, High School, Haidarabad.

6th December 1880.—Mr. Idanmal Utamchand, Seventh Assistant Master, N. J. High School, Karachi, is appointed Fifth Assistant Master, High School, Shikarpur.

8th December 1880.—Mr. K. V. Dhairyawan, Fourth Assistant Master (Marathi side), Elphinstone High School, is appointed Acting Third Assistant Master in the same school, *vice* Mr. Bhandari, resigned.

8th December 1880.—Mr. S. M. Dhume, Fifth Assistant Master (Marathi side), Elphinstone High School, is appointed Acting Fourth Assistant Master in the same school, *vice* Mr. Dhairyawan.

8th December 1880.—Mr. D. N. Joshi, Sixth Assistant Master (Marathi side), Elphinstone High School, is appointed Acting Fifth Assistant in the same school, *vice* Mr. Dhume.

8th December 1880.—Mr. R. B. Gunjikar, Seventh Assistant Master (Marathi side), Elphinstone High School, is appointed Acting Sixth Assistant in the same school, *vice* Mr. Joshi.

8th December 1880.—Mr. G. M. Dhairyawan, Eighth Assistant Master (Marathi side), Elphinstone High School, is appointed acting Seventh Assistant in the same school, *vice* Mr. Gunjikar.

8th December 1880.—Mr. Hari Atmaram Mobile, F.E.A., is appointed Acting Eighth Assistant Master (Marathi side), Elphinstone High School.

9th December 1880.—One and a half month's leave, without pay, is granted to Mr. Ganesh Krishna Joshi, Sanskrit Teacher, First Grade Anglo-Vernacular School, Kalyan.

9th December 1880.—Mr. Vishnu Sakharam Joshi, Third Assistant Master, First Grade Anglo-Vernacular School, Kalyan, is appointed substantive *pro tem.* Sanskrit Teacher in the same school, *vice* Mr. Joshi, on leave.

9th December 1880.—Six months' leave (on medical certificate) is granted to Mr. Kharshedji Jamsetji Madan, First Assistant, First Grade Anglo-Vernacular School, Chandanwadi, Bombay.

9th December 1880.—Mr. Shapurji Hormasji Masani is appointed Acting First Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay.

9th December 1880.—Three months' leave, without pay, is granted to Mr. Ramkrishna Chimnaji Bapat, Seventh Assistant Master, Poona High School.

10th December 1880.—Mr. Dhondo Kashinath Lele is appointed substantive *pro tem.* Seventh Assistant Master, Dhulia High School, *vice* Mr. Nimbkar.

11th December 1880.—Mr. Shivshankar T. Dave, B.A., is appointed substantive *pro tem.* Fourth Assistant Master, Bhavnagar High School.

15th December 1880.—Mr. V. N. Degnekar is appointed Acting Shastri in the Belgaum High School, from the 29th September 1880 until the return of Mr. Chhatre.

By order of the Director of Public Instruction,

JNO. BOCARRO,
Head Assistant.

Poona, Office of the Director of Public Instruction,
24th December 1880.

Bombay Educational Record.

No. 2.] FEBRUARY 1881. [Vol. XVII.

THE MONTH.

THE following gentlemen have been nominated Fellows of the University of Bombay :—

Arthur Barrett, Esq., B.A.
Surgeon-General T. B. Beatty, M.D., F.R.C.S.
Kavasji Nauroji, Esq., G.G.M.C.
Dinanath Atmaram Dalvi, Esq., M.A.
Thomas Duncan, Esq., M.A.
Fardunji Mancherji Dastur, Esq., M.A.
John Faithful Fleet, Esq., C.S.
T. Hart-Davies, Esq., C.S.
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H. C. Kirkpatrick, Esq., M.A.
Surgeon-Major E. H. R. Langley, B.A.
Michael Macmillan, Esq., B.A.
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J. W. Orr, Esq., M. A.
Pestanji Mancherji, Esq., G.G.M.C.
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STATISTICS of education in Bengal recently published give the total number of pupils as 819,030, an increase of 12·55 per cent. over last year. The increase was most marked in the primary schools. The cost to Government fell from 47¼ to 46 lakhs. This is ascribed to the interest taken in education by the people, who contribute steadily increasing sums to defray its cost.

MR. SORABJI SHAPURJI BENGALI, the Sheriff of Bombay, has presented Rs. 50,000 to the Parsi Girls' School Association for the purpose of erecting a suitable and permanent building for the institution.

DR. KIELHORN, we understand, has been elected a Corresponding Member of the Royal Berlin Academy of Sciences.

AT a meeting of the Spelling Reform Association, recently held in London, a paper was read by J. B. Rundell on "Manuscript Forms of New Letters." Mr. Rundell pointed out that the difficulties which hindered the introduction of new letters in type did not apply to script letters, and that experiments in the introduction of new forms could be made without inconvenience in writing. Mr. Rundell then discussed the merits of various new forms, illustrating his remarks by numerous diagrams.

THE report of the Japanese Minister of Education shows that there are now in Japan 24,459 elementary schools, with 59,825 teachers and 2,066,566 scholars, out of a school population of 5,251,807, being a percentage of about 39·3. The schools of a higher grade number 389, with 910 teachers and 20,522 scholars. There are 96 normal schools, with 766 teachers and 7,949 scholars. The total of the school expenditure amounted to 5,364,870 yen (1 yen = 4*s.* 2*d.*), of which 2,640,629 yen were paid in salaries, the average of each salary being 4,472 yen per year. Free libraries have taken root in Japan; one of them, at Tokio, having already 70,000 volumes. Medical education has also largely advanced with the increase of general education. Within the last ten years a medical college has been established at Tokio, and all the local or Ken Governments have opened hospitals, with a foreign surgeon for each, and a class of medical students. In the province of Kanagawa, in which Yokohama is situated, there are 659 practising physicians, of whom 41 are students of the new schools and hospitals, 106 of the old Dutch school—a system that started up in the seventeenth century, and struggled for many years for supremacy with the Chinese school. Of the latter there are 512 now in practice. There is about one physician to every 760 persons in the province; but in the interior generally the proportion is about one to every 1,500, and the old ignorant Chinese method preponderates.

MONSTROSITIES of diction, says the *Globe*, are not confined to chemical science, but are to be found in physics as well as in metaphysics. We recently gave some samples of the extraordinary and absurd length to which the names of certain organic salts had grown; and we may now add the following choice specimen of imagery (from a recently-published paper by Sir William Thomson) to illustrate the grand style in modern natural philosophy. "The stream-lines," says the distinguished Glasgow physicist, "are as represented in the diagram, in which the region of translational-velocity greater than wave-propagational velocity is separated from the region of translational-velocity less than wave-propagational-velocity by a cat's-eye border pattern of elliptic whirls." The curious mixture of homely simile and abstract terminology in this passage is highly ludicrous. Its obscurity is, however, surpassed by Mr. Herbert Spencer's famous "Formula of Evolution," which runs:—"Evolution is a change from an indefinite, incoherent homogeneity to a definite, coherent heterogeneity, through continuous differentiations and integrations;" which being interpreted into plain English by Mr. Kirkman, the mathematician, means:—"Evolution is a change from a nohowish, untalkaboutable all-alikeness to a somehowish, and, in-general-talkaboutable not-all-alikeness, by continuous something-elsefications and sticktogetherations." As a clever travesty on the above cacophonous mystification of Mr. Herbert Spencer—which, like the language of diplomacy, conceals the meaning it ought to express—we have Mr. Kirkman's "Formula of Universal Change," which is:—"Change is a perichoretical synechy of pamparalogmatic and porroteroporeumatical differentiations and integrations." After such pedantry as this, the clown in Shakespeare's "Twelfth Night," who "did impeticos thy gratillity," is absolutely nowhere.

WE regret that we have been unable to notice Mr. Peterson's annotated edition of the Fourth Book of Palgrave's Golden Treasury. We hope to speak of the book more particularly in our next number.

AN Index to the *Bombay Educational Record* for 1880 is presented to our readers with this number.

THE LORD CHANCELLOR ON TECHNICAL SCHOOLS AND COLLEGES.

LORD SELBORNE, as chairman of the council of the City and Guilds of London Institute, has issued a letter to the masters of the City companies asking for increased support and association with the work of that body. His Lordship says :—

"It can no longer be denied that, in many instances, foreign manufacturers are competing with those of England to an extent that drives our products from Continental markets, and even successfully rivals them in the United Kingdom itself. Those who have studied the causes of this successful competition on the part of the foreigner concur in agreeing that prominent among these causes are the opportunities afforded for obtaining an excellent technical education in most parts of the continent of Europe, and the want in our own country of any sufficient training of a similar kind. To give a single instance of the intelligent and thoughtful care bestowed abroad on this subject, the Polytechnic at Zurich, established upwards of twenty years ago at a cost of about 100,000*l.*, is upheld at an annual charge of over 18,000*l.*—a charge which, having regard to the difference between the rates of remuneration in Switzerland and in England, would represent a much larger expenditure here, and yet this original large expenditure, and this heavy annual charge, are willingly borne by a nation the whole population of which is not equal to that of London. The success of this establishment has been great, and the benefits it has conferred on Swiss industry are beyond dispute. In England, on the other hand, it is even now difficult to point to any proper provision for technical education. Feeling deeply the need there was to supply this great want, certain of the livery companies united themselves together and founded the City and Guilds of London Institute, being assured that in so doing they were interesting themselves in work, and were devoting their funds to objects, which were most truly within their functions, having regard to the connection subsisting between them and the industries and trades of England. The Corporation of London have recently voted the annual sum of 2,000*l.*, during the pleasure of the Court of Common Council, for a period of not more than five years, in aid of the objects of the institute. At the present time, out of a total of 75 guilds, only 17 have joined the institute, the income of which is but little over 15,000*l.* a year. Small as this income is, much good work has already been done. It will suffice to state here that instruction is being given in applied mechanics, in applied physics, and in applied art among the industrial populations of Finsbury and of Lambeth; that chairs of applied art, chemistry, mechanics, and metallurgy are being supported in King's College and in University College, London, and that other centres of technical teaching in London and in the provinces are being aided; further, that technological examinations are being conducted in no less than 32 industries, and have been already held in 85 localities in the United Kingdom. These examinations have proved very successful, the numbers who offered themselves in 1879 being 202; in 1880, 816; while those who are in training for 1881 are as many as 2,401. Moreover, certain of the companies have agreed to contribute the necessary funds; a building, at the cost of 20,000*l*., is about to be erected for the proper carrying on of the work in Finsbury; and a central institution, at a cost of 50,000*l*., is to be built on a site which Her Majesty's Commissioners for the Exhibition of 1851 have, after a somewhat protracted negotiation and full inquiry, leased to the institute for a term of 999 years, at a nominal rental. In this institution principals, managers, foremen, and leading workmen will be taught, and here will be trained that body of teachers indispensable for carrying out technical instruction throughout the country."

ON THE TEACHING OF HISTORY.

(*Read before the Stockwell Branch of the Education Society by* F. G. FLEAY, M.A.)

At the present time, and never until now, has the question been raised, whether it is advisable to teach History in our schools. The immense increase in the amount of useful matter desirable to be acquainted with, due to the progress of physical and biological science; the presence of competition in the life struggle, due to increasing population; the growing tendency to specialization, due to the immense multiplication of educational subjects;—all combine to make it doubtful to many whether it be advisable to spend much time on the acquisition of lists of dynasties of kings, names of generals, rebellions of patriots—the said king, generals, and patriots being for the most part little better than they should be. Life is short, and history illimitable. We can't study it completely, or make much out of our results, if we do study it; whereas every bit of knowledge as acquired in physical or biological science can be utilized in every-day life—in cooking and ventilation, in preventing diseases, in laying the foundation for a higher spiritual life—by making our bodily life healthy and contented. Facts are appealed to. It is found, I am told, that men and women, properly trained, never violate the scientific laws they have imbibed at school; that Darwins and Huxleys never wear narrow-pointed boots; that the medical profession entirely eschew alcohol and tobacco; that the students at Girton College have, without exception, abolished low dresses and tight lacing. Let us only teach science to everybody; everybody will at once see the folly of doing wrong, and the millenium will arrive by the Flying Scotchman; unless, perchance, some ultra-scientific engineer has tested the capability of iron so narrowly as to build a viaduct that will break down; or some biological railway director has a little miscalculated the strain that can be borne by a too weary pointsman, still overworked and made incapable of his duties, in spite of our having adopted all the Richardsonian dogmas for making life longer and steadier and more equable—and flatter. Such are the doctrines of the Spencerian school, now gaining ground so rapidly among us. I yield to no one in my admiration of H. Spencer. Since 1849, I have studied his writings continuously—they have guided me in much of my life of thought, and my life of action; but I cannot follow him in his neglect of Historical study. The teaching of Comte, the only other man of this century worthy to be named by his side, is on this head directly opposed to Spencer's doctrine, which is this:—Ascertain your present position, say A; discover, if you can, the highest position within your reach, say B; go from A to B straight. But the progress of humanity never has been straight—it is always curved, and so much curved as to be sometimes retrograde. Comte says: "Not only recognise your position at A, but consider how you got there; and then, knowing the direction of your present path, you will be able to apply a new effort in such a direction that the resultant motion shall be in the direction AB." For example, a chemist who is simply acquainted with the existing metals and their properties, would have little chance of discovering a new one, compared with a chemist who had studied the methods by which new metals had been previously found out. He must know, in order to be a successful discoverer, not only Chemistry, but the History of Chemistry. I have no doubt some of you are thinking at this moment,—why, this is exactly why History should not be taught. There is some advantage, it appears, in knowing the History of Science, and probably of Art, but what has this to do with kings and wars, and conquests and cruelties and lusts, which fill the pages of our chronicles? Why, just this,—we need not all be chemists, but we are all called on to be citizens. To be a chemist is a desirable luxury, to be a citizen is a necessary duty. We cannot fulfil this duty without knowing how our commonwealth has got into its present position. Half the schemes for reform that are brought forward and rejected fail for want of this knowledge; the reformer takes no account of the existing history of thought, and tries to steer his barque by holding its head direct to the point he strives to reach—he is swept down the stream, and is wrecked. I will give you an example from a subject which you will at least give me credit for not trying to guide in this way. Mr. Pitman wants a reformed alphabet of 41 letters: he goes straight to the point, and makes his 41 letters; the public wont have them—he is wrecked. In like manner, Mr. Ellis wants an alphabet with all long vowels represented by two letters—he fails; and so long as the steering of this vessel takes no account of the existing current, it will fail, and deserve to fail, in spite of its having such a crew, and such passengers as no such vessel ever had before. Again, we have to remember that, if our chronicles are filled with war and rapine, it is because these were the daily occupations of our ancestors; and nothing will drive that fact home to our convictions but a study of these characteristic details. We are not free from lust of conquest now, nor are other civilized nations. Granted that we are better than our ancestors, our best means of becoming better yet is to see by what means amelioration has taken place in the past, that we may with that knowledge devise how to arrange it in the future. It seems to me, then, that a knowledge of History, especially of that of our own nation, is necessary to every man who is called on by possessing a vote to act as a citizen, and is still further necessary as a foundation of Sociology. I will recur to this by-and-by, but I must first touch on the question of the necessity of teaching History to children.

If there be any truth in my fundamental doctrine, we ought to examine what the education of the past has been, in order that we may develop it, and graft on it, and cut off whole branches, if withered and injurious to the growth of the rest; but we should not cut down an oak and plant a lime, and expect rapidity of growth to replace and excel stability of structure. Now, in all time till now, education has had two main branches—one literary, one scientific; these were represented in the last generation by Mathematics and Classics, and upheld, on the one hand, by the Modern Languages and Geography, and by History on the other: we are now replacing Classical studies by Chemical and Biological Sciences, and trying to abolish History. But the following questions are worth considering:—

I. Is it advisable to teach in schools all the Sciences that the grown man should know?

II. How far should depth in one or two, say in Mathematics and Mechanics, be preferred to extent in many?

III. Is there not a tendency among our leading thinkers, especially Biologists, to ignore the Higher Mathematics in comparison with subjects of greater human interest?

IV. Is not a thorough training in the Higher Mathematics a better preparation for scientific study of any kind than any other training? and, on the other hand,

V. In our zeal for Science are we not forgetting that science is not the main guide of our lives?

We ought, no doubt, to have recourse consciously to our scientific knowledge when we build a house or choose a locality for one; but when we walk or talk, or eat, or perform nine-tenths of our ordinary duties as members of a family, a nation, or a race, science may ofttimes restrain us from mistakes, but as a guide it is valueless or non-existent. We have no science that will tell us how to acquire the affection of a child, or the obedience of a servant, how to give a vote or address a public meeting, how to act in daily intercourse as man to man. Our morality, our politics, our religion, our philosophy are not sciences, nor are they science. Sometimes the name is used in connexion with them, but mostly by enthusiasts and quacks, not by sober-thinking people. In all these matters, we are guided by imperfect induction from particular to particular; or by instinct, that is, by tendencies inherited from innumerable ancestral experiences. One of these instincts is a love of narrated story. Children and adults *will* have a copious supply of that of one kind or another. And what is coming of the unwholesome guidance that is usually given to this instinct? History, and so-called English Literature, where taught at all, are made burdens to the memory and exercises in grammar, instead of being, as they ought to be, recreations and rewards. The child is examined in History as if it was a science; he is drilled in Shakespeare and Milton, or rather, in the annotations of some Clarendon Press scholiast upon Shakespeare and Milton, as if they were portions of the Koran and the child a Mohammedan; hence he hates the very name of History, and loathes English Literature as if it were physic. But the instinct is not repressed, it is only driven into a wrong direction. Shakespeare and Scott are replaced by Ouida and Jules Verne; Matthew Paris is replaced by the penny journal, and Gibbon by the leaders in the *Saturday*. The boy has not been taught at school how to systematize the facts he needs; how to utilize them in explaining his own surroundings; how to trace the continuity of the path of History, or the plot of a well-constructed play. He has used only his memory, not his reason, on the historical matter; he therefore continues to do so in his after-reading; he merely tickles his fancy with a highly-spiced novel, or a melodious jingle, and the chief result is an enormous sale of Miss Broughton at the railway stalls, and a crush for washy modern pessimism, at Mudie's. A good deal has been said lately about want of time at school to teach the many subjects required. On the contrary, I believe that we have far too much school-time occupied already. Our object at school should be, not so much to convey information, as to show the pupil how to acquire it. Schools ought not to be workshops, nor ought any technical education (in the absurd modern usage of that word) to be given in them. We should give more time for assimilation, and less to feeding. We are in danger of cramming our young, as if they were Strasburg geese, to be sent to the annual shows of Cambridge and Oxford, with their mental livers (or memories) enlarged to such an extent that they can hardly waddle, but with their hearts (or imaginations) atrophied, and their brains (or reasons) softened. Three meals a day, one of Science, one of Language, one of Literature (including History) are enough for any resonable stomach; and to my mind mental gluttony is little better than corporeal.

But, with all this teaching, what is the result? The end of teaching is, not to produce living cyclopædias, but to enable the student to find knowledge when he wants it as quickly and as orderly as possible. Now, I ask you, as an assembly of teachers, to tell me of any institution whatever where the pupils are systematically instructed in the use of books of reference and the methods of research. But this is the great use of History. Not the names and dates falsely called History by the Scientists now just as the collecting and labelling dried plants and fossils was falsely called Science by the literary student of the past; but the searching into evidence, the ascertaining what amount of testimony will justify belief, the cultivation of that readiness to avail oneself of every apparently insignificant indication of further evidence which is so useful in all our daily transactions. These are what we should teach, to make our pupils not merely men of the study, but men of the world. And this should be done in due order. Our guide here, as always, should be the development of the understanding as indicated in the history of mankind. This, in such a subject, follows the order of the enlargement of the environment of the individual. First the family, then the nation, then the race. Early History is the story of patriarch or hero, Abraham or Ulysses whether in the verse of epic or ballad or in the prose of legendary tale. It is not critical, but mixed with myth and marvel; the one object of it is to glorify ancestry, and to set forth the heroic doings of our forefathers. Hence the earliest form in which the young should meet with historic teaching should be in stories of Joseph, Achilles, Romulus, or Tell; tales of the Nibelungs or the Cid, and, above all, our stirring historic ballads, such as Chevy Chase or Sir Andrew Barton. This should be followed by critical biography in due season, especially biography of our great authors in connexion with the chronological order of their works, and the environments, personal and political, in which they lived.

But, long before this critical reading is begun, should come the reading of chroniclers, such as Matthew Paris, Froissart, and, along with them, such poems as Daniel's Civil Wars or Drayton's Agincourt. This would be in keeping with the race-evolution in which the nation grows out of the family. We begin with what is nearest and most intelligible, and pass to the more complex, in order of differentiation. I have not time to follow out all the sub-divisions of this method minutely; the following examples will give an idea of the course I would take:—

I. Legendary tales and Narrative poems, like those mentioned.

II. Narrative historians, like Hume and Macaulay; with dramatists such as Marlowe or Shakespeare.

III. Reflective histories, like Gibbon or Hallam, with Analytical poets such as Browning.

Between II. and III., and not till then, should come the reading of a manual (like Green), so as to summarize the knowledge miscellaneously gathered, and give definiteness to the pupil's notions. But this should be done by way of reading, not of learning by heart; and should be a relaxation rather than a severe study. Finally, in a course of higher education, should come such works as Draper, and such poems as George Eliot's, to extend to the race the principles derived from the study of the development of the nation. Biography first, then National History, finally Ethnology; thus laying the foundation for morality, political action, and philanthropy. It will, no doubt, be objected that this scheme is too extended to be practicable, and that it provides no means of examination, and therefore the results cannot be definitely trusted. I will consider these objections in order. I might reply, that the impracticable scheme has been practised, and with some success. I prefer another ground. One great mistake in teaching History has always seemed to me to be, that we have tried to convey an immense mass of detailed information rather than to use the subject as a means of real intellectual training. Hence, if we speak of the teaching the history of a nation, it is at once supposed that we must go through the whole record of a nation's existence. I by no means propose so impracticable a thing as to do this, under each of the above heads. One complete manual would be ample. I have mentioned Green, but one-half the size, if well written, would be sufficient. In the other cases extracts would suffice. Take the following as a sample :—Drayton's Agincourt and Fabian's Henry V., Shakespeare's King John, and Hume's account of the same reign. Gibbon's chapters on Mahomet, and Browning's Bishop Blougram. These would make a small volume. Yet I venture to say that a pupil who has thoroughly acquainted himself with these as literature (not as grammatical studies), would have a better idea, not only of our history, but of the amount of credence to be given to its narratives, the influence of individuals on the race, and conversely, the inter-relations of history and literature, and many other important matters, than he would find in an elaborate preparation for the kind of examinations now given, which would involve ten times the labour. He would then be prepared to take up a manual and read it continuously, without stumbling at the contradictions in fact, and the incompatibilities in principle, to be found in the statements of authors of different parties. History would be to him no mere exercise of memory, but a preparation in small for the main pursuit of ordinary existence—rapid decision founded on such evidence as is attainable at the moment. Science only prepares us for slow decisions, founded on lengthened investigation; and when scientific men have been successful in ordinary life, as well as in discovery and research, they have invariably been students of history and literature.

Of course, the Ethnological History would require a complete manual, and not merely extracts.

I now come to the other objection, that we cannot examine on this plan. If examination means, as unfortunately it is generally understood to mean, mere reproduction from memory—in other words, an exercise of that faculty in a way we should never think of exercising it in ordinary life, by unnaturally straining it to contain a number of lists and tables which would be much better left in books of reference—then it would be to me a great recommendation if all examinations could be made impossible.

My method of examination, however, which I believe succeeded pretty well, was this—I set my pupils some historic questions to solve which had *not* come in the verge of their reading: passages from our literature containing allusions to historic events—required explanations of these: events on which contradictory statements are made—I required judicial summing up of the evidence: long accounts of wars and negotiations and treaties—I required summaries: chronicles of mixed matters—I required extracts of specific matters arranged and tabulated. In fact, I made them do such work as one would have to do oneself if preparing to write or speak on an historic subject; and very good work they did, and liked it.

Of course, they had access to a school library. The English Histories consisted of Rapin, Kennet, the Pictorial, and Howitt's, and they had the English Cyclopædia. To these books they had access during the examinations, and they had previously been taught how to use them. They had few questions, and a long time allowed for the answers.

I have now only to thank you for listening to these hastily and crudely gathered remarks on this important subject. I have been too occupied to do it even the scant justice I am capable of. My own forte is in science rather than in literature; and I would not have undertaken to address you on a matter which is alien to my usual occupations, had I not felt that there is a great danger just now lest the neglect of science—physical, biological, and anthropological—in our previous systems of education, may lead to too great an immediate reaction, too violent a revulsion; or that, in the next generation, another reform may become necessary to reinstate History and Literature in their rightful position by the side of the sciences, from which some among us would hastily and inconsiderately dethrone them.

A LECTURE ON THE "STANDARD PRONUNCIATION OF ENGLISH." BY MR. ALEXANDER J. ELLIS, B.A., F.R.S., F.S.A., F.C.P., PRESIDENT OF THE PHILOLOGICAL SOCIETY, NOV. 17, 1880.

(*Continued from p.* 20).

But there is another large section of educated men—the men of science. These have mostly had their attention withdrawn from language as a study altogether, but have at the same time had to see, and speak to themselves at any rate, a very long list of words indeed, often not to be found in ordinary dictionaries, and very seldom heard except from men of science. The rule which such men seem to have set themselves is simply to pronounce in such a way as to recall the *written* word to the consciousness of the listener.

They pay no heed to the analogies or history of our speech, of which they are of course usually profoundly ignorant. The words with which they deal are to them written symbols labelled with a name, and it is convenient to make the name recall that symbol. I have myself heard the most wonderful pronunciations from scientific lips, which sometimes quite startled me. But these were educated men, and very possibly some of their non-scientific audience may have carried home these pronunciations as treasures, and thus have laid a foundation for a change in our spoken language. Another very large class of men who claim to be educated, consist of those who, having received a very fair "middle-class" education, of course very little related to speech, have mingled for years in the world, giving and taking words, thinking principally of the sense, and paying little heed to the sound, and hence noticing only the most glaring deviations from received speech, and probably, often indeed, having class, or local, or business pronunciations of which they are quite unaware. These ears are also led by prejudice.

The third class is a very small one; it consists entirely of "orthoepists" or "right speakers." I am always afraid of anything beginning with "ortho,"—witness orthodoxy and orthography. Such words when used by a speaker are generally barefaced statements of "those are my opinions and every one should follow them." I beg to say that I am not an orthoepist. I am simply an observer of speech. I have no prejudices beforehand as to what should be spoken, but I have a trick of observing what is spoken, and sometimes of recording my observations, as may be seen in my *Early English Pronunciation*, pp. 1210-4, 1218-9, I am constantly asked, "how ought such a word to be pronounced," and I have frequently to reply—"I don't know; I call it so and so, but I have heard it called differently; both ways seem to be received." I shall soon give you some examples of this kind. But orthoepists go far beyond observations. They assume dictatorical powers. "Such and such *is* or *should be* the pronunciation, and those who speak otherwise, know nothing about the matter." Now it might or might not be good to have a supreme court of pronunciation, with, literally, a "speaker" at the head of it, who would lay down a law which every one should obey. But such a "speaker" must not be self-elected, and not sit without a court. I am inclined to think that we have no police to carry out the behests of such a "speaker," and that society with its constant changes will continue to set the fashion in speech as in dress. Even if we regulate our spelling to one system of speech, we shall do nothing unless we allow specific varieties, and provide for chronological alterations. Hence the orthoepists have little weight, except with those who are ignorant, and who accept their dictum as the bulletin of society.

Now these three classes—(1) the upper stratum of society; (2) the educated masses, including writers and professional men, and higher men of business; and (3) orthoepists,—are those from whom we look for received pronunciation, and whom we have to conciliate so far as not to offend the prejudices of their ears. The great mass of the people have no voice in the matter. The illiterate are not to be listened to. Those whose walk of life brings them beyond means of associating on equal speaking terms with the first three classes, so as to acquire their habits of speech as well as their social manners, are beyond the pale. The villager, the rustic, the day-labourer, the artisan, don't presume to have an opinion. They speak as they have learned from their surroundings. I am far from blaming them for doing so. I think it most important that their speech should be recorded, and I have been engaged for many years myself in endeavouring to learn what it is, for it is most certainly an extremely large part of the natural speech of England, while received speech is an unnatural artificial changeling. But to received speech our literature is due, and hence received speech must prevail. To make it prevail everywhere is becoming the business of the teacher, and it will, I hope, become more and more the custom to work towards a uniformity of pronunciation, corresponding in some definite way with our printed books You must not forget that English—the English I am speaking now—is an unwritten language; that is, that the printed words cannot be analysed into parts the sound of which is fixed and known. Hence the correspondence I speak of cannot be a literal correspondence. It cannot even be altogether a verbal correspondence. We do not generally speak words; we speak phrases, and the so-called separate word often alters its character entirely in the phrase. If you attempt to recall the sound of a single word, you are often puzzled, but if you hitch it into a phrase all runs glibly. A syllabised word is never uttered. Hence, when we have learned a word syllabically, we are very far from knowing the word. Then, again, there are two distinct styles of speech—that in which we address an audience, varying slightly with the number of auditors, owing simply to acoustical conditions, and that in which we commonly converse with one another. The latter only is natural, the former is artificial. The first is called rhetorical, the second colloquial. The theatrical speech of comedies lies between the two, because it is colloquialism acoustically altered. But the theatrical speech of tragedy is altogether artificial. It is an idealised speech. So also for preaching, for prayers, and for poetry, in numerous ways, which I have no time to indicate. The received speech which I refer to is that of higher comedy, or of small lectures, such as that which I am now using. This I apprehend, or something like it, is what the schoolmaster has to inculcate, and he will often have a hard time of it. I shall devote the remainder of my lecture this evening, to giving a few details.

When I was a boy, the following sentence was given me, as a joke, and a kind of specimen of what I had to avoid. It will serve as a peg on which to hang most of what I have to say. I write the words in glossic, and for distinction all glossic words or passages are inclosed in square brackets [ ].

[*Laa·st Vitsn Venzdi voz· u vi·k, mee n mi vaayf, vi vent tu Vinzu, n vedhur' it vuz dhu vind, au vedhur' it vuz dhu vedhu, au vedhu vau·t it vau·z, vi vipt n vi vipt n vi· kuodnt git dhu au·s aiwt uv u vau·k.*]

Now you will not have much hesitation in rejecting this pronunciation. The character which will strike you most forcibly will of course be the substitution of *v* for *w*, out of which so much fun used to be made. Some of you may recollect that when the judge asked Mr. Weller, in *Pickwick*, whether he spelt his name with a V or a W, he replied, "With a Wee, my lord." Now I cannot remember having ever actually heard a man who naturally put V for W. The peculiarity must now be very rare, and I have recently had the greatest difficulty in obtaining evidence that it has ever been actually heard. But the contrary custom of putting W for V is quite common in Kent and Essex. In Canterbury they always spoke of [wanz] when I was young, and I heard a respectable man there call a "view" a [woo]. In reality it is probable that the real sound used in both cases is [v'], or German W, which sounds very much like *v* when we expect *w*, and conversely *w* when we expect *v*. But we may dismiss this point. Certainly the interchange of V and W is *not* received. Restoring the W's, then, the passage will run thus :—

[*Laa·st Witsn Wenzdi woz u wi·k, mee n·mi waayf, wi went tu Winzu, n wedhu-r it wuz dhu wind, au wedhu-r it wuz dhe wedhu, au wedhu wau·t it wau·z, wi wipt, n wi wipt, n wi ·kuodnt git dhu au·s aiwt uv u wau·k.*]

There are now perhaps only a few things which will strike you as being greatly different from what you may hear in London from very decently educated persons. I will, however, examine all the words in detail, and then we may find in them more than meets the ear at first.

[*Laa·st*] belongs to a group of words which are written with *a* before *s*, *f*, *th*, *n*, or *au* before *n*, as *last*, *staff*, *path*, *plant*, *aunt*, and which in received pronunciation have 6 different sounds. 1) [laa·st, staa·f, paa·th, plaa·nt, aa·nt], where [aa·] represents the long *aa* in baz*aa*r ; 2) [laas·t, staaf·, paath·, plaan·t, aan·t], where by placing the dot after the following consonant I indicate the shortness of the same vowel, as commonly heard in Germany ; 3) [la'·st, sta'·f, pa'·th, pla'·nt, a'·nt], where [a'] is a somewhat finer sound of *aa* very common in the "Society" talk of ladies, and coming widely into use ; 4) [la's·t, sta'f·, pa'th, pla'n·t, a'n·t], the same shortened ; 5) [la·st, sta·f, pa·th, pla·nt, a·nt], with the usually short sound of *a* in *bat* lengthened ; and 6) [las·t, staf·, path·, plan·t, an·t], with the usual short sound of *a* in *bat*. Now (1) is reprobated by those who use (3, 4) or (5, 6). But it is by far the commonest, though not a few shorten it into (2). Hence our vulgar specimen would pass muster here. I recollect hearing Mrs. Charles

Kean (as *Constance* in *King John* iii. 1. 129) speak of a [ka·fs skin], and Alfred Wigan who, as the *Bastard*, had to repeat the word, spoke it very distinctly as [kaa·fs skin]. It sounded like a correction of pronunciation, yet so indifferent have our ears become that few seemed to recognise it. Perhaps (3) and (4) are the most common in "Society." For myself I always use (1), for I like the sound, and we have little of it in our language.

There are many who write this sound *larst*, and consider that an *r* has been introduced. Now this depends on a peculiarity of people living on the east coast of England, where speakers omit the *r* after vowels in speech or convert it into the vowel *u* in *cut*, or make its effect heard only by modifying the preceding vowel. A Londoner, even among received speakers, does not distinguish *farther* and *lord*, from *father* and *laud* in pronouncing "go farther, father, and laud the Lord," but says simply [goa faadhu, faadhu, n laud dhu Laud]. Scotchmen, and even Midlanders and Southerners, though each in a different manner, do make a distinction; but any attempt to say [goa faar'dhur', faadhur', and laud dhu Laur'd] with a trilled [r'] violates the custom of received pronunciation. The letter *r*, however, should be gently trilled before a vowel, even when that vowel begins a following word, as [faa·dhu], but [faa·dhur' in lau]; [wun au to'o], but [ten aur' eelev·n] not [ten au ellev·n]. When *r* comes between two vowels, of which the first is short, as in [ver·i, sor·i], the *r* is, or should be, entirely trilled. Some persons even then almost omit it and say nearly [vĕ·i sŏ·i]. They really generally introduce an imperfect *r* made by simply raising the point of the tongue, which may be written [$r_{\circ}$] thus [ver$_{\circ}$·i sor$_{\circ}$·i]. The last is received under protest, but when the first vowel is long, *r* has a double sound, first as the vowel *u*, forming a diphthong with the preceding vowel, and then acting as a trill on the following vowel. This effect is written *rr'* in glossic, thus *hearing* and *earring*, bating the *h*, and any pause between the syllables, have the same sound [eer-r'ing]. Similarly [airr'ing] and [moorr'ing. In [poarr'ing] habits differ, and many received speakers say [pau·r'ing], just as *abhorring* is called [abhau·ring'], and *marring* [maa·r'ing]. In fact [oa·r] in [poarr'ing] and generally in [oa·r doa·r foa·r goa·r koa·r moa·r; toa·rch, poa·rch, boa·rd, foa·rd] for *oar*, *door*, *four*, *gore*, *corps*, *more*; *torch*, *porch*, *board*, *ford*, and a large number of similar words, is almost obsolete, and ordinary speech has [au·u, dau·u, fau·u, gau·u, kau·u, mau·u,] with the [u] sound of *r* at the end of words, and [tau·ch, pau·ch, bau·d, fau·d] when a consonant follows. I am an old man and generally use the older sound myself, but I am dropping into the new, as I constantly hear it about me. As to words ending in unaccented *ar*, *er*, *ir*, *or*, *ur*, the received method of speech is to pronounce them with a simple [u] (without *r*) when not immediately preceding a vowel, and to reinsert the *r* as [r'] if a vowel follows. Hence in the vulgar speech [wedhu], but [whedhur' it wor] are also received. But here comes a curious trouble. Words ending in *a* are also pronounced with *u*, as *idea*, *china*, and the indefinite article *a*, thus [eidee·u, chei·nu, u]. The sounds of this weak *a* and the lormer weak *er* are therefore identical, and hence many speakers, even among those who claim to belong to the higher social and educated classes in the south, put in an [r'] when a vowel follows the weak *r*, as [dhi eidee·ur' ov it, in Chei·nur' un Jupan·], and similarly by confusing *or* and *au*, talk of [dhu laur·uv dhu lau·d, pu-paar' un mu-maa]. And also when [aa, au] end a clause, they are apt to add [u], thus [mu-maa·u ! dhats dhu lau·u], and are then accused of adding on an *r*. Now theoretically this is a very heinous offence against the laws of received speech, but I have heard it committed over and over again by people who would have most strongly contested the assertion that they did so. Call this a "euphonic *r*" and you save it under a learned name. It's the creature of a change of pronunciation, and there is no reason whatever to be advanced against it, except the all-potent one that it is "tabooed." But there is a distinction between [chei·nu] and [fei·nu], besides the fact that [chei·nu] may not introduce the euphomic *r*, and [fei·nu] must. We may call *China* [chei·naa] without offending any ears, and to the delectation of many. But to say [fei·naa un bet·aa but·aa], for [fei·nur' un bet·u but·u], *finer and better butter*, is considered hideous in the extreme; and similarly to say [spaa·n, taa·n] for [spern, tern], or rather [spu·n tu·n], is shocking. And why so? Because it is not yet the custom of Society. It may be all right a century hence. Thus old Dr. Gill, who was born in the same year as Shakspere, and was the Master of St. Paul's School, London, when Milton was a pupil there, complains dreadfully that ladies "chirp" (*pippiunt* is his word) a request for him to give his scholars [leev tu plai], whereas they ought to have said [lai·v too plaay]. The scouted "chirp" has become received speech.

[*Witsn*, *wedhu*, *wipt*] have a pronunciation which is almost universal in London, but is highly offensive to myself, personally. I say [Whitsn] or [Whit·sun, whedhu, whipt]. The difference is commonly called the aspiration. But that is an error. [Whit, wit] differ from each other just as *feel*, *seal*, differ from *veal*, *zeal*. Now the south-west country use of *v*, *z* initial for *f*, *s*, which was certainly universal in ancient times, has now-a-days a remarkably rustic and uneducated effect on all our ears. The use of [w] for [wh] has the same effect on mine in particular, and other people whom I know, as Prof. Whitney of Yale, U.S. To me the sounds of *white*, *while*, *wheel*, *when*, *which*, and so on, are quite different sounds from those of *wight*, *wile*, *weal*, *wen*, *witch*. Yet the great majority of the judges of received speech certainly make no distinction themselves, and I am almost doubtful whether they would not consider the distinction provincial or pedantic—at any rate they can't call it vulgar.—(*To be continued.*)

NOTICE TO CORRESPONDENT.

K. of Ahmedabad. No, it would be inexpedient for several reasons to publish such solutions.

☞ *The Editor invites communications on subjects connected with Education, and also contributions of Educational Intelligence in the shape of reports of meetings, school examinations, &c., from all Officers of the Department, and from other persons interested in Education. Schoolmasters in particular are invited to make free use of the correspondence columns of the "Record" for the interchange of experiences, and the mutual elucidation of difficulties connected with the management of their schools. It is hoped, too, that students will avail themselves of the opportunities offered by the "Record" for the discussion of points of scholarship in Philology and Mathematics, and the communication of "Notes" on their various subjects of study.*

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications:—

1. Report on Public Instruction in the N.-W. Provinces and Oudh for 1879-80.
2. Madras Journal of Education for December 1880.
3. Chancellor's Address at the Madras University Convocation of 1880.
4. Journal of the National Indian Association for January 1881.
5. A Manual of Marathi Short-Hand, by Mr. G. B. Vaijya.
6. Report on Public Instruction in Assam for 1879-80.

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH DECEMBER 1880 TO 15TH JANUARY 1881.

Fresh Supply received from England.

ENGLISH.	Rs.	a.	p.
Laurie's Introductory Reader	0	4	0
Hamblin Smith's Elementary Statics	1	8	0

New editions published.

MARATHI.	Rs.	a.	p.
Patavardhan's Elementary Geography, Part III., Geography of the World, 3rd Edition	0	2	0

KANARESE.

	Rs.	a.	p.
Outlines of Kanarese Grammar, by V. R. Katti, 2nd Edition	0	1	6
Elementary Geography, Part I. (Description of the Bombay Presidency), by V. R. Katti, 2nd Edition	0	1	6

New Works published by the Department.

KANARESE.

	Rs.	a.	p.
Physical Geography translated from the original work of Professor A. Geikie (Science Primers), by V.R. Katti	0	8	0

SANSKRIT.

	Rs.	a.	p.
Hemchandra's Deśinámamálá, edited with critical notes, a Glossary and a Historical Introduction; by Professor R. Pischel and Dr. G. Bühler, Part I., Text, and critical notes; by Professor Pischel (Bombay Sanskrit Series, No. XVII.)	3	4	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

The Mary Carpenter Scholarships.

NOTIFICATION.

The Mary Carpenter Scholarships (founded by the National Indian Association) for the year 1881 have been awarded as follows:—

Two Scholarships of Rs. 6 per mensem each.

1. Bachubai Rastamji Master, Churney Road Government Girls' School.
2. Sirinbai Bamansha Vakil, do. do.

One Scholarship of Rs 5 per mensem.

1. Dosibai Framji Barucha, Churney Road Government Girls' School.

Two Scholarships of Rs. 4 per mensem each.

1. Awabai Manekji Kabra, Churney Road Government Girls' School.
2. Sokrabai Sadashiw, Bhagwandas Purshotamdas Private Girls' School.

2. The scholarships will be held under the conditions laid down in this office Notification dated 13th October 1880, published at page 255 of the *Educational Record* for that month. The Deputy Educational Inspector, Bombay, will from time to time ascertain and report to this office that these conditions have been complied

with and will submit monthly bills for the amounts due on account of the Scholarships.

T. WADDINGTON, Colonel,
Educational Inspector, C. D.

Poona, 3rd January 1881.

Pensions and Gratuities.

No. 4187.

FINANCIAL DEPARTMENT.

Bombay Castle, 26th November 1880.

Letter from the Under-Secretary to the Government of India, Department of Finance and Commerce, No. 3475, dated 4th November 1880:—

"I am directed to forward the accompanying extract* from a letter from the Comptroller-General, No. 1361, dated 30th September 1880, pointing out that delay in the disposal of applications for pensions or gratuity is in many cases due to inattention to the Rules of the Civil Pension Code by the Head of the Office who submits the application.

"2. The Government of India have repeatedly sought to mitigate the hardship which is occasioned to an officer retiring from the service by delay in the settlement of his pension or gratuity; and in order that this object may be more completely secured, I am to request that, with the permission of His Excellency the Governor in Council, Heads of Offices may be instructed to observe more carefully than heretofore the Rules in the Civil Pension Code regarding the preparation and submission of applications."

RESOLUTION.—Copies should be forwarded to all Departments of the Secretariat and all Heads of Offices for information and guidance.

(Signed) JOHN NUGENT,
Acting Secretary to Government.

To All DEPARTMENTS of the SECRETARIAT; All HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; and the ACCOUNTANT-GENERAL.

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* "I would suggest that the present return is hardly calculated to show the actual causes of delay in passing pension cases through the necessary forms, as it shows only the facts connected with the very latest stage in the proceedings. Of course, my opinion in such matters may be a little prejudiced; but I certainly think that the blame, in most cases, lies with Heads of Offices in preparing the papers, and in their disregarding the plain requirements of the rules. I have also seen several cases delayed through the difficulty the Head of the Office finds in collecting verifications from administrative officers.

"I have procured the following statistics of work done by the Accountant-General, Bengal, this year, which will support my view that the Account Offices are not those which are to blame for the delays.

"One hundred and four applications have been returned by the Accountant-General, Bengal, since 1st January 1880, because they were submitted to him by the Head of the Office without the prescribed verification statements of services. It seems to be one of the most elementary rules in the Code that the first step which the Head of the Office has to take is to get a list of services and verify it (Section 83). The figure just given shows in what a large number of cases the Head of the Office prefers to fire off the whole case in an inchoate condition at the Accountant-General.

"The Accountant General also took a number of old pending cases on which he is just about to report to Government that he cannot get the local officers to answer his enquiries, and he finds that the average detention has been 10 months and 27 days in local offices, 27 days in Accountant-Generals' Offices."

No. 4600 of 1880-81.

Poona, Office of the Director of Public Instruction,
13th December 1880.

To the Educational Inspector, Central Division.

Sir,—In forwarding copy of Government Resolution No 4187, dated 26th November 1880, Financial Department, I have the honour to request that you will be so good, before forwarding any application for pension or gratuity, to cause it to be prepared in exact accordance with the rules of the Civil Pension Code, 4th Edition.

2. I have hitherto been obliged to return for corrections almost all the applications that have come to me.

(By order)
I have, &c.,
(Signed) JOHN BOCARRO,
Head Assistant,
Director of Public Instruction.

The above correspondence is published for the information of Educational officers in the Central Division, and they are requested to attend to its instructions carefully.

T. WADDINGTON, Colonel.
Educational Inspector, C.D.

Poona, 5th January 1881.

Servants' Blankets and Umbrellas.

No. 3719.

GENERAL DEPARTMENT.

Bombay Castle, 10th December 1880.

Memorandum from the Judicial Department of the Secretariat, No. 8023, dated 1st December 1880—Transferring the following papers, with reference to Government Resolution No. 3020, dated 6th October last.

Letter from the Acting Registrar, Her Majesty's High Court of Judicature, Appellate Side, Bombay, No. 115, dated 27th October 1880—Requesting, with reference to Government Resolution, Judicial Department, No. 7096, dated 19th idem, that further instructions may be given as to the principle on which blankets and umbrellas are to be supplied to peons, remarking that though but few of the peons are required to go away from the court on messages, yet all of them require protection from the rain when coming to the court from their homes in the morning and when returning in the evening, and many of them live at a considerable distance from the court; and adding that the Resolution quoted above does not direct whether blankets are to be supplied every year or every other year, and in the latter case whether blankets should be supplied next year or not.

Report by the Accountant-General, No. P. A. 14485, dated 30th November 1880:—

The undersigned has the honour to state that in accordance with the principle laid down in Government Resolution, General Department, No. 3020, dated the 6th October 1880, blankets and umbrellas could be issued to only 3 or 4 out of the 26 peons who are employed in the office of the Registrar to the High Court, and even this allowance is based upon the Government example of an office in constant correspondence with every other office in the Presidency as well as with the general public. But the undersigned would respectfully observe that Government have misapprehended the way in which the peons, of this office at any rate, are employed. The majority of them have to go out once or oftener every day, and when the interests of the public service require that a peon should be sent out with a message or a letter immediately, it would not be true economy to keep him waiting till the return of some other peon makes a blanket and an umbrella available.

2. As a practical rule the undersigned would propose that new blankets (biennially) and umbrellas (annually) be issued sufficient for one-third of the number of peons and servants doing similar duties in such establishments as the Secretariat or this office, which are offices of correspondence, and if Government should think it worth while to make a difference to one-sixth in the number in

courts of justice or other Departments not sending out much local correspondence.

3. Government does not undertake to supply protection to men going between their homes and offices, or at any time except when they are on duty, and therefore in Government livery and in charge of Government property.

Resolution.—Government approve of the proposal made by the Accountant-General in paragraph 2 of his report. Henceforth, commencing from the rainy season of 1881, new blankets should be issued biennially and umbrellas annually to one-third of the number of peons and other menials performing similar duties in the establishments to which the grant of blankets and umbrellas is sanctioned. It is not necessary to make any difference in the proportion of blankets and umbrellas allowed to the various establishments.

2. Government entirely concur in the opinion expressed by the Accountant-General in paragraph 3 of his memorandum.

(Signed) J. B. PEILE,
Secretary to Government.

To
All Departments of the Secretariat, &c. &c. &c.

Published for the information of the officers of the Educational Department in the Central Division.

T. WADDINGTON, Colonel,
Educational Inspector, C.D.

Poona, Office of the Educational Inspector, C.D.,
19th January 1881.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH DECEMBER 1880 TO 15TH JANUARY 1881.

21st December 1880.—Mr. Pirozsha Dadabhai Modi is permitted to resign his post as Agricultural Teacher in the Broach High School.

22nd December 1880.—Three months' extension of sick leave is granted to Mr. P. F. DeSouza, First Assistant Master, First Grade Anglo-Vernacular School, Coompta.

22nd December 1880.—Two months' sick leave is granted to Mr. B. M. Dadina, Agricultural Teacher, Dhulia High School.

28th December 1880.—Four months' sick leave is granted to Mr. Rango Balkrishna Atre, Acting Eleventh Assistant Master, Poona High School.

30th December 1880.—Mr. Maniklal Sakarlal Desai, M.A., is appointed Junior Dakshina Fellow in the Gujarat College at Ahmedabad.

30th December 1880.—Mr. Baji Narayan Nabar, B.A., is appointed Eleventh Assistant Master in the Poona High School

30th December 1880.—Mr. Vaman Bhikaji Parchure, B.A., is appointed Thirteenth Assistant Master in the Poona High School, *vice* Mr Nabar, promoted.

30th December 1880.—Mr. Shridhar Ramakrishna Bhandarkar is appointed Senior Dakshina Fellow in the Elphinstone College.

30th December 1880.—Mr. Dhanjishaw Hormasji Dastur is appointed Senior Dakshina Fellow in the Elphinstone College.

30th December 1880.—Mr. Chintaman Vinayak Vaidya is appointed Junior Dakshina Fellow in the Elphinstone College.

30th December 1880.—Mr. Ramakrishna Sakharam Athavale is appointed Junior Dakshina Fellow in the Elphinstone College.

31st December 1880.—Two and half months' sick leave is granted to Mr. Vishnu Sadasiva Mulekar, Writing and Drawing Master in the Poona High School.

31st December 1880.—Mr. Nilakant Vinayak Chhatre is appointed Senior Dakshina Fellow in the Deccan College.

31st December 1880.—Mr. Mahadeva Shivram Gole is appointed Junior Dakshina Fellow in the Deccan College.

4th January 1881.—One year's leave without pay is granted to Mr. H. B. Vania, substantive *pro tem.* Second Assistant Master, Rajkot High School.

4th January 1881.—Mr. Rewashankar, Third Assistant Master, Rajkumar College, is appointed substantive *pro tem.* First Assistant Master, Junagadh High School.

4th January 1881.—Mr. Hari Krishna Pandia, First Assistant Master, Junagadh High School, is appointed substantive *pro tem.* Second Assistant Master, High School, Rajkot.

4th January 1881.—Mr. Balabhai Muncharam Munsiff, Fifth Assistant Master, High School, Rajkot, is appointed substantive *pro tem.* Third Assistant Master, Rajkumar College at Rajkot.

5th January 1881.—Mr. Baba Bhaskar Lele, Seventh Assistant Master, High School, Ratnagiri, is appointed substantive *pro tem.* Sixth Assistant Master in the same school, *vice* Mr. Kashikar on leave.

5th January 1881.—Mr. Govind Balkrishna Ranade is appointed substantive *pro tem.* Seventh Assistant Master in the Ratnagiri High School, *vice* Mr. Lele, promoted.

5th January 1881.—Privilege leave from January 21st to February 24th, 1881, is granted to Mr. Balnarayan Gowrinarayan, Head Master, Branch School No. II., Ahmedabad.

8th January 1881.—Three months' leave on private affairs is granted to Mr. Yelapa Virapa Jadbava, Acting First Assistant Master, Kanarese Side, Belgaum Sirdars' High School.

10th January 1881.—Mr. Mangeshrao Katre is appointed a Fellow in the College of Science.

10th January 1881.—Mr. Keshav Hari Ganu is re-appointed a Fellow in the College of Science.

10th January 1881.—Mr. Hiralal Keshavlal Joshi is appointed on probation Agricultural Teacher in the Broach High School.

10th January 1881.—Mr. J. M. Chichgar is permitted to resign his post of Agricultural Teacher in the Surat High School.

10th January 1881.—Mr. K. P. Pathak, B.A., is confirmed as First Assistant Master (Marathi Side), Belgaum High School, from the 30th July 1879.

10th January 1881.—Mr. Hari Anant Supekar is appointed Acting Twelfth Assistant Master in the Poona High School during the absence of Mr. Atre.

11th January 1881.—Mr. V. K. Hardikar is appointed Acting Writing and Drawing Master in the Poona High School, *vice* Mr. Vishnu Sadasiva Mulekar.

11th January 1881.—Mr. Mahadeva Ramchandra Potnis is permitted to resign his acting appointment of Fifth Assistant Master in the B. J. High School, Tanna.

12th January 1881.—Mr. M. Y. Dole is appointed Junior Fellow in the Deccan College.

12th January 1881.—Mr. Harilal Kahandas Desai, First Assistant Master, Rajkot Training College, is appointed First Assistant Master, Ahmedabad Branch School No. II.

12th January 1881.—Mr. Amratlal Malukchand, Head Master, Patdi Vernacular School, Ahmedabad Sub-Division, is appointed Head Master, Bavla Vernacular School in the same Sub-Division.

12th January 1881.—Mr. Vinayak Sakharam Deshmukh, F.E.A., is appointed substantive *pro tem.* Seventh Assistant Master in the Poona High School, during the absence of Mr. Bapat, or until further orders.

By order of the Director of Public Instruction,

JNO. BOCARRO,
Head Assistant.

Poona, Office of the Director of Public Instruction,
24th January 1881.

Bombay Educational Record.

No. 3.] MARCH 1881. [Vol. XVII.

THE MONTH.

The David Sassoon building of the Elphinstone High School was formally opened by H. E. the Governor of Bombay on the 23rd of February last.

The Syndicate of the Bombay University have published in the *Government Gazette* lists showing the subject or subjects in which each of the unsuccessful candidates failed in the Matriculation, Previous, and Bachelor of Arts Examinations of last year. The information should prove useful to private tutors as well as to schools and colleges. We subjoin a tabular analysis of the lists :—

Examination.	1	2	3	4	5	6	7	8	9	10
	No. of Candidates who failed to pass the examination.	No. failing in all subjects.	No. failing in 6 out of 7 subjects	No. failing in 5 out of 7 subjects	No. failing in 4 out of 5 subjects	No. failing in only one subject.	No. failing in English.	Ratio between Col. 1 and 2.	Ratio between Col. 1 and 6.	Ratio between Col. 1 and 7.
Matriculation ...	826	92	...	...	98	297	620	·11	·35	·75
Previous	146	6	9	15	...	30	89	·04	·20	·60
B. A.	66	4	...	...	11	22	45	·06	·33	·68

In the "Deed of Mortification," as Scotch lawyers term it, by which Mr. Thomas Carlyle bequeathes to the Edinburgh University his estate of Craigenputtock for the foundation of ten bursaries, the founder says :—

"I, Thomas Carlyle, residing at Chelsea, presently rector in the University of Edinburgh, from the love, favour, and affection which I bear to that University, and from my interest in the advancement of education in my native Scotland, as elsewhere, for these and for other more peculiar reasons, which also I wish to record, do intend, and am now in the act of making to the said University a bequest, as underwritten, of the estate of Craigenputtock, which is now my property. Craigenputtock lies at the head of the Parish of Dunscore, in Nithsdale, Dumfriesshire. The extent is of about 1,800 acres; rental at present, on lease of nineteen years, is £250; the annual worth, with the improvements now in progress, is probably £300. Craigenputtock was for many generations the patrimony of a family named Welsh, the eldest son usually a 'John Welsh,' in series going back, think some, to the famous John Welsh, son-in-law of the reformer Knox. The last male heir of the family was John Welsh, Esq., surgeon, Haddington. His one child and heiress was my late dear, magnanimous, much-loving, and, to me, inestimable wife, in memory of whom, and of her constant nobleness and piety towards him and towards me, I am now—she having been the last of her kindred—about to bequeath to Edinburgh University with whatever property is in me this Craigenputtock, which was theirs and hers on the terms and for the purposes and under the conditions underwritten."

The bursaries are to be known as the "John Welsh bursaries," and five are to be given for the "best proficiency in mathematics" and five are to "to depend on proficiency in classical learning." Mr. Carlyle proceeds:—

"Bursaries to be always given on solemnly strict and faithful trial to the worthiest, or if (what in justice can never happen, though it illustrates my intention) the claims of two were absolutely equal, and could not be settled by further trial, preference is to fall in favour of the more unrecommended and unfriended, under penalties graver than I, or any highest mortal can pretend to impose, but which I can never doubt—as the law of eternal justice, inexorably valid, whether noticed or unnoticed, pervades all corners of space and of time—are very sure to be punctually exacted if incurred. This is to be the perpetual rule for the Senatus in deciding."

Having stated some other conditions, Mr. Carlyle concludes:—

"And so may a little trace of help to the young heroic soul struggling for what is highest spring from this poor arrangement and bequest. May it run for ever, if it can, as a thread of pure water from the Scottish rocks, trickling into its little basin by the thirsty wayside for those to whom it veritably belongs. Amen."

MR. H. BUXTON FORMAN is about to publish through Messrs. Reeves and Turner a "Shelley Bibliography," with a full account of the contents and specialities of every volume and tract included in his standard edition of Shelley's Poetical and Prose Works, and extensive lists of editions, biographies, studies, articles, and "Shelleyana" in general. As a supplement to her husband's work, Mrs. Forman has undertaken a Shelley Concordance.

PROFESSOR SKEAT hopes to finish the words of his "Etymological English Dictionary" very shortly. Then will come the list of roots, and the words grouped under each; the index of affixes, with their derivations; and the corrections and additions, etc.

THE Senate of the University of Cambridge have now decided, by a majority of 398 votes to 32, to formally admit women to the Tripos Examinations. The Durham University, it is stated, is about to follow the example of Cambridge.

WE publish with this number the 17th annual issue of the Bombay Departmental Directory, which the Director of Public Instruction has kindly placed at our disposal.

THE FOURTH BOOK OF PALGRAVE'S *GOLDEN TREASURY*.*

THERE are probably few readers of the *Golden Treasury* who have not wished that Mr. Palgrave's notes were more numerous; and this more especially in regard to the lyrics contained in the last book. The exquisite skill displayed by the compiler in grouping together poems that have, so to speak, a common key-note, is in many cases a sufficient annotation in itself But there are many subtleties and obscurities left unexplained in the poems which he has chosen from Shakspere and Shelley, for example, on which it would have been instructive to hear a critic of Mr. Palgrave's culture discourse. It is disappointing to turn to his notes after reading Sonnets xxviii.—xxxii. in the First Book, and find the annotator contenting himself with the remark that "without some earnestness of thought on the reader's part" many of Shakspere's sonnets "will not be fully felt and understood"; but there is something grotesque in Mr. Palgrave's assumption that the general reader does not need any guide whatever to the meaning of Shelley's poem—

When the lamp is shattered
The light in the dust lies dead—

but *does* need to be told that *Hohenlinden* means *high lime-trees*, that *Calpe* means *Gibraltar*, and that by *Lofoden* Campbell means the *Maelstrom* off the N. W. Coast of Norway.

But we are glad to see that Mr. Peterson very seldom falls into unseasonable fits of silence. We must also express our satisfaction at the reverent treatment which the poems have received at his hands. He makes no attempt to climb to those lofty heights from which some critics have thought to look down on Parnassus; and if he does not closely follow Landor's rule, that 'It is better and more reverential to correct the punctuation of a poet than his slightest word,' he does all in his power to repair the breaches made by the first editor in several of the selections from Shelley. It is nevertheless to be regretted that Mr. Peterson did not cast out the false readings in these poems, and restore the text to its right mind. As it is, he lays himself open to the reproach of reprinting—not inferior readings—but actual errors, which all editors of Shelley for the last ten years have carefully shunned.

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* Edited with Additional Notes by Peter Peterson, M. A. (Bombay: Education Society's Press, 1880.)

Very few of the notes now added touch upon philological difficulties, though to the Indian student, for whom the edition is mainly intended, these difficulties are numerous, and the explanation of them would have been more welcome to him than any other annotations. But evidently for this very reason the editor seems to have determined to dwell chiefly on the beauty of the thought and form of the poems rather than on mere grammatical details, and thus to point out the way to those Delectable Mountains where alone a worthy conception can be gained of the glory of our poets, whom "age cannot wither" and whose infinite variety "custom cannot stale." Herein, in our judgment, lies the greatest merit of Mr. Peterson's work. To study the etherial lyrics of Shelley, Wordsworth and Keats as the average Indian undergraduate is too often given to study English poetry, that is to say, from an exclusively philological stand-point, would be little short of profanation. The higher delights of these poems are simply incommunicable to a mind overburdened with grammatical baggage; and the editor has done well to encourage the student to go lightly equipped in this respect, if he would climb to the pure serene of the uplands that lie before him. Even when the student is thus disencumbered, the ascent will not be made without difficulty. But Mr. Peterson has been at considerable pains to clear obstacles from the path; and very pleasant is the discourse of our guide by the way: still we must confess to some disappointment at his not having more closely explored the approaches to the summit on which Shelley stands transfigured.

Since the publication of Mrs. Shelley's second edition of 1839, so many errors have been winnowed from Shelley's text by Mr. Garnett, Miss Blind and, above all, by Mr. Forman, that no editor can now afford to handle Shelley's poems without consulting these authorities direct. We may be mistaken, but it would appear from Mr. Peterson's notes that he has limited himself to Mr. Rossetti's and Mr. Stopford Brooke's editions of the poet—*apparatus criticus* which is quite insufficient for so difficult a discussion as the text of Shelley.

Commenting on the passage in the *Hymn to the Spirit of Nature*—

> then screen them
> In those locks, where whoso gazes
> Faints, entangled in their mazes—

Mr. Peterson says—"'Locks' here is a conjecture of Palgrave's for 'looks.' It has not been adopted either by Rossetti or Stopford Brooke." The point, however, was settled long ago by Mr. Garnett, who states (p. 98 of his *Relics of Shelley*) that "in an Italian prose translation made by Shelley himself the disputed word is rendered *sguardi;*" and Mr. Garnett illustrates Shelley's term the "mazes of *looks*" by citing the preceding lines 114—117 of Sc. I. of Act II. of the *Prometheus*:

> Thine eyes are like the deep, blue, boundless heaven,
> Contracted to two circles underneath
> Their long, fine lashes; dark, far, measureless,
> Orb within orb, and line thro' line inwoven.

On the passage in the *Ode to the West Wind*—

> Thou dirge
> Of the dying year, to which this closing night
> Will be the dome of a vast sepulchre,

Mr. Peterson writes:—"'Dome' here was a conjecture of Palgrave's for 'doom,' as the word stood in previous editions. Rossetti, followed by Stopford Brooke, prints 'dome,' but without remark. I do not know whether this is because Palgrave's suggestion has been corroborated. If not, I should be disposed to defend 'doom,' &c." But Mr. Peterson is mistaken in supposing 'dome' to be a conjecture of Mr. Palgrave's. 'Dome' is the word in the original edition (printed by Shelley in 1820), and also in Mrs. Shelley's first edition of 1839. 'Doom' was a mere printer's error that crept into Mrs. Shelley's second edition of 1839; and as such there was, of course, no reason why Rossetti should refer to it, as if it were another reading.

Later on in the same poem, Mr. Peterson writes thus of the expression "the skyey speed":—"I had originally intended to print 'thy skyey speed,' with Rossetti and Stopford Brooke, who have adopted that reading from Mr. Garnett. Mr. Garnett gives it as on MS. authority in his *Relics of Shelley*. I do not now, however, regard the correction as so indisputable as to warrant an interference with the text of the *Golden Treasury*. The meaning with either reading is much the same; and 'the' appears to me to make a better line than 'thy.'" But here, again, in Shelley's original edition of 1820, and in Mrs. Shelley's first edition of 1839, the word found is 'thy' and not 'the'; there is, besides, MS. authority for 'thy.' This, therefore, should be sufficient to establish 'thy' as the true reading. The corruption, 'the,' originated precisely in the same way as 'doom' for 'dome' in the second stanza of this poem, viz., from a misprint in Mrs. Shelley's second edition of 1839.

In a note on the epithet *sun-girt* which occurs in the lines *Written in the Euganean Hills*, the editor, we are sorry to see, partially defends Mr. Palgrave's suggestion of *sea-girt* by remarking that the latter "could never be an inappropriate epithet of Venice."

Mr. Swinburne has written an excellent note on this point, which we may here quote: "Mr Palgrave's proposal of 'sea-girt' for 'sun-girt city,'" he says, "may look plausible, but the new epithet is feeble, inadequate, inaccurate. Venice is not a sea-girt city; it is interlaid and interwoven with sea, but not girdled; pierced through with water, but not ringed about. Seen by noon from the Euganean heights, clothed as with the very and visible glory of

Italy, it might seem to Shelley a city girdled with the sunlight, as some Nereid with the arms of the sun-god."

Mr. Peterson gives some apt quotations in support of the reading 'moist earth' against that of 'moist air' in line 5 of the first of the *Stanzas written in Dejection, near Naples*; but he writes as if the word '*light*' at the end of the fourth line of the stanza were still an open reading. Mr. Forman, however, showed conclusively some years ago how the word '*light*' got into the fourth line; and Mr. Garnett's testimony that he has seen '*might*' in this line, as also '*earth*' in the following line in Shelley's own handwriting, really decides the question in the absence of any better manuscript authority. This also is the view taken by all the recent editors of Shelley, the *Golden Treasury* alone retaining the antiquated readings, which Mr. Peterson has now reprinted.

The following list of the errors or misprints which we have noted in reading through Mr. Peterson's annotations will doubtless prove useful when a second edition of his book is called for; but we are sorry to find the misprints so numerous:

Page 2.—The word '*double-lived*' is said to come "from the noun '*life*' rather than the adjective '*live*,' the change of the *f* into *v* being of the same nature as that in the word '*livelong*.'" But '*livelong*,' which surely comes from the *verb* '*live*,' and not from the noun '*life*,' seems to be confounded here with '*long-lived*.'

Page 39, line 6.—'*Possest*' is misprinted '*possesst*,' unless the latter spelling is a whim of Mr. Palgrave's.

Page 41.—Keats's expression 'into his ken' is misquoted '*within* his ken.'

Page 70.—The expression '*childing mother*' in the first line would appear to be misinterpreted in the editor's note. Southey's meaning would be more clearly explained by the line "The queen Genissa childing died" than by the quotation given in the note from Shakspere.

Page 100.—The two passages quoted from Milton's *Lines on the Death of a fair Infant* are incorrectly printed as one, and the second line is not punctuated.

Page 104.—At the end of the quotation from *Paradise Lost*, Bk. VII., the numbers of the lines are misquoted; there is a misprint in the passage from Bk. III. of *Paradise Regained*; and the first line of the quotation from *Julian and Maddalo* is unpunctuated.

Page 107.—The passage from Hogg's *Skylark* contains an obvious misprint in the 5th line.

Page 115.—The 3rd line of the 4th verse of Wordsworth's poem *To the Cuckoo* wants a comma,—an omission which occurs also in the '63 edition of the *Golden Treasury*, but which all jealous lovers of those lines will regard as no less heinous than a false quantity in Greek or Latin verse.

Page 119.—Quoting from Shelley's Preface to Adonais, the editor makes it appear that Shelley stated the date of Keats's death to be December 27, 1820. But what Shelley actually wrote was—

"John Keats died at Rome of a consumption in his twenty-fourth year, on the —— of —— 1821."

Page 131.—A comma is missing at the end of the 6th line of the last verse of *The Reaper.*

Page 134.—In the extract from *Prometheus Unbound*, '*seaman*' is misprinted '*seamen.*'

Page 135.—The end of the extract from the *Witch of Atlas* is wrongly pointed.

Page 158.—The 6th line in the quotation from the *Revolt of Islam* makes neither metre nor sense, owing to the words '*being clearer*' having been printed as '*been dearer.*'

Page 199.—The 4th line in the extract from the *Revolt of Islam*, X., 44, is wrongly pointed; the next reference is wrongly numbered as stanza 20 instead of stanza 21.

Page 202.—Mr. Garnett's name is twice printed *Garnet.*

Page 203.—There are no less than seven misprints in the passage quoted here from the *Revolt of Islam.* '*Germs*' is printed '*germ*'; lines 9, 13, 15 and 28 are wrongly punctuated; and nonsense is made of line 25 by placing the word *aye* between commas.

Page 206 contains 4 misprints of spelling and punctuation.

Page 208 contains two misprints seriously affecting the meaning of the passage: '*cold heart*' being printed as '*cold hearth,*' and '*trembling hands*' as '*trembling hand.*' There is also a slight error in punctuation.

Page 237, line 13.—*Breathe* is mis-printed *breath.*

Page 260.—There are three misprints in lines 7 and 8 of the second passage quoted,—*cling* being printed as *clings*, and the comma, which should follow *cling*, being placed after *murdered* in the next line.

Page 261, line 39, for *sin* read *sins.*

Page 262, line 21, '*Where the peasant reaps his grain*' ought to be *heaps.*

Page 263 contains 5 misprints, the most serious being the omission of the word *a* from line 38.

Page 145.—Mr. Peterson states that Lofoden is "used for the *fabulous* whirlpool or maelstrom which was supposed to be situated near the islands." On what authority does the editor state the maelstrom to be fabulous? The geographers stoutly maintain that it still exists.

We might greatly extend our notice of Mr. Peterson's interesting book by showing how happy he is in his quotations of parallel passages of verse and of other illustrative matter. We might quote, if we had the space, such notes as that on Poem No. 20, page 26; Note 1 on No. 33; Note 1 on No. 41; the Note to No. 63; Note 1 to No. 79; the extract from Miss Wordsworth's Journal given on p. 139. But perhaps the following samples will suffice to show how well Mr. Peterson has done this part of his delicate task:

Page 18:—

'And her's the silence and the calm
Of mute insensate things.'

[Note.] Compare—

'Love had he found in huts where poor men lie;
His daily teachers had been woods and rills,
The silence that is in the starry sky,
The sleep that is among the lonely hills.'
[Wordsworth's *Brougham Castle.*]

And again, page 220 :—

O World! O Life! O Time!
On whose last steps I climb,
Trembling at that where I had stood before;
When will return the glory of your prime?
No more—O never more!
Out of the day and night
A joy has taken flight:
Fresh spring, and summer, and winter hoar
Move my faint heart with grief, but with delight
No more—O never more!

[Notes.] Read with this poem No. 122,

'On whose last steps I climb.'

This figure is repeated here from the following passage in '*Prometheus Unbound*' :—

'All else had been subdued to me: alone
The soul of man, like unextinguished fire,
Yet burns towards heaven . . . .
And, though my curses through the pendulous air,
Like snow on herbless peaks, fall flake by flake,
And cling to it; though under my wrath's night
It climb the crags of life step after step,' &c
[Shelley's *Prometheus Unbound*, Act III. Sc. I.]

'Out of the day and night
A joy has taken flight.'

Compare—

'Why linger, why turn back, why shrink, my Heart?
Thy hopes are gone before: from all things here
They have departed; thou shouldst now depart!
A light is past from the revolving year,
And man and woman; and what still is dear
Attracts to crush, repels to make thee wither.
The soft sky smiles,—the low wind whispers near:
'Tis Adonais calls! oh, hasten thither!
No more let Life divide what Death can join together.
[Shelley's *Adonais.*]

We shall perhaps return to Mr. Peterson's book in a future number. But we cannot conclude this notice without expressing our surprise that the missing 6th line of the second stanza of Poem No. 103, (*The Question*, or as Mr. Palgrave has taken upon himself to call it, *A Dream of the Unknown*,) has not been restored to the text. The notes also are silent about the incompleteness of the stanza, and contain no reference to the Appendix F, in which the missing line is given—apparently as an after-thought.

Readers unfamiliar with Cambridge would probably be grateful for a note on the word *self-poised*, which occurs in Wordsworth's sonnet on *King's College Chapel*.

PHYSICS WITHOUT APPARATUS.

It is almost a proverb in science that some of the greatest discoveries have been made by the most simple means. It is equally true that almost all the more important facts and laws of the physical sciences can be illustrated and explained by the help of experiments made without special or expensive apparatus, and requiring only the familiar objects of common life for their performance. The greatest exponents of popular science—and amongst them, notably, Faraday—delighted in impromptu devices of this kind. It is indeed surprising how, throughout the whole range of natural philosophy, the hand of the master can turn to account the very simplest and rudest of apparatus. A silver spoon, a pair of spectacle lenses, a tumbler of water, and a few sheets of paper, suffice to illustrate half the laws of geometrical optics. A few pieces of sealing-wax, some flannel, silk, writing paper, pins, and glass tumblers will carry the clever experimenter a long way into the phenomena of electricity. These are things which any person can procure, and which any person can be taught to use. But their right use depends on the possession of accurate scientific knowledge and a clear understanding of what the various experiments are to prove. In fact, the art of experiment and the science of inductive reasoning are the essential qualifications necessary to make physics without apparatus profitable.

Amongst the simple mechanical laws with which a beginner in physics must acquaint himself is that commonly referred to as the *law of inertia*, which is, however, very often so imperfectly expressed as to be misapprehended. It requires force to move matter not because matter is inherently lazy or sluggish, but because it possesses *mass*. The greater the mass of matter in a ball, the harder work is it to send it rolling. Force is also required to stop matter that is moving, the reason again being that a mass moving under the impulse of an impressed force possesses a certain moving energy which cannot be at once reduced to nothing. In either case—either to move a mass or to alter the motion of a mass—force must be employed and energy expended. Of this law of inertia many examples might be given; and there are many curious facts which this law serves to explain. Some of the most striking are those in which the effect of sudden forces is different from that which might have been expected.

A wooden rod—say, a broomstick—has a couple of needles fixed into its ends, and it is then supported upon two wine-glasses resting upon two chairs. If a heavy poker is now brought down very violently upon the middle of the stick, it will break in two without the needles or the glasses being broken. A feeble or indecisive blow will fail to do this, and will break the glasses or the needles, or both. Here the moving energy of the heavy mass, the poker, is transferred to the middle of the stick, so suddenly that it is broken asunder before the thrust has *time* to reach the fragile supports.

Another simple experiment on inertia is equally instructive. Lay any ordinary visiting card upon the knuckle, or upon the top of an inkstand or other convenient support. On the card place a brass weight, or a spool of thread, or any other small, heavy object. Now flip away the card with the finger and thumb; it will fly out, leaving the heavy object where it was. In the same way, if a dozen draughtmen are piled up one upon another in a column, the lowest one can be removed without making those above it fall, by hitting it aside with a very rapid stroke with a table knife. Here, again, a feeble stroke will fail. We may illustrate inertia in another way. A heavy metal ball is hung by a thread to the ceiling, or to a shelf, and another thread is attached below. Tug at the lower thread and it will break. If the tug be slow, the ball will come down too; but if the tug be sharp and fierce, the thread will break off *below* the ball—breaking, in fact, before the pull has time to impart to the mass of the heavy ball a sufficient moving energy to enable it to rupture the string by which it hangs.

Many other illustrations of a similar kind might be narrated. Of these, probably the most telling is that of firing a tallow candle from a gun through a deal board, in which it leaves merely a hole, as the writer can testify from several repetitions. Here, however, we are passing into the region of "apparatus," and must not pursue the matter further.—*Nature.*

A LECTURE ON THE "STANDARD PRONUNCIATION OF ENGLISH." BY MR. ALEXANDER J. ELLIS, A.B., F.R.S., F.S.A., F.C.P., PRESIDENT OF THE PHILOLOGICAL SOCIETY, NOV. 17, 1880.

(*Concluded from p.* 40).

[*Whit·sn*], restoring the [wh], still leaves open a very important question. The last syllable as thus pronounced has no vowel at at all, but merely the nasalised voice in *n*. We write *Whitsun* with the same vowel as *sun*. Is that vowel heard? The question applies to a large number of words, with the endings written *-al*, *-am*, *-an*; *-ol*, *-om*, *-on*; *-el*, *-em*, *-en*, and *-le*, *-m*, immediately following a consonant, such as cymb*al*, symb*ol*, flann*el*, litt*le*, buckr*am*, kingd*om* it*em*, rhyth*m*; wom*an*, moti*on*, deaf*en*. The answer depends upon circumstances. If the following *l*, *m*, *n* is pronounced without changing the position of the parts of the mouth assumed for the consonant sufficiently to allow a vowel to escape, none is heard. But a vowel can always be introduced, if desired. Thus in *mettle* [met·l], the tongue touches the roof of the mouth for *t*, quite blocking the passage of the breath, and then the sides of the tongue are depressed for *l* without withdrawing the tip from the roof, and hence no vowel is uttered. But in *metal* [met·ul], the point of the tongue is drawn momentarily from the roof of the mouth, and its sides sink down also, thus leaving room for the vocalised breath to pass freely, and after it has passed, the tip (but not the sides) of the tongue is raised, and *l* alone is heard. The vowel interposed is very indistinct, and is different from *u* in *cut*. Compare [men shun men·shun ov him], and in complete glossic I use the sign [u'] for it, but for ordinary purposes [u] does well enough. A similar explanation can be given in other cases. In *opal* [oa·pul], there is room left for the vowel to escape between the opening of the lips for *p*, and the raising of the tongue for *l*, but in *topple* [top·l], the position of the tongue is assumed for *l* before the lips are open, so that, when that is done, no sound but *l* can be heard. With the nasals, the resonance in the nose can be produced without even opening the lips, as in *open* [oa·pn], *Newton* [neu·tn]. There is no question with regard to the power of pronouncing these finals with or without an interposed vowel. The question is, how far received pronunciation permits the absence of any vowel. Here the oracle is very uncertain. Wherever *-le*, *-m* only are written, a simple [l, m] must be said. In the case of *-m* this has arisen from the original omission of a vowel after *m*; in the case of *-le*, of a vowel before *l*. But this was all done so long ago that few persons would like to hear them restored; [sing·guol, stai·buol] for [sing·gl, stai·bl] would be quite grotesque, notwithstanding the Latin *singulus*, *stabulum*. With regard to those cases where a vowel is written, there are only a few where received pronunciation absolutely refuses it, such as *open*, *written*, but even in this case many orthographical orthoëpists insist on its admission. To me [oa·pen, rit·en] with a clear *e* in *met*, are not English sounds at all, and [oap·u'n, rit·u'n], with this obscure vowel, still less so. I only wince when I hear such things, and let them pass. But in most of these unaccented terminations, having *a*, *e*, *o*, or *u* before *r*, *l*, *m*, *n*, which are numbered by hundreds or thousands, the obscure sound [u·] is the commonest among received speakers. Hence [Whit·su'n] is what would be expected, but [Whit·sn], if well distinguished, has a slight twang of vulgarity. I will not go into the disputed origin of this word *Whitsun*.

The whole question of our unaccented syllables is here opened up. It is one which I have examined in great detail, but want of time compels me to leave it with only one or two bare statements. The indistinct vowel [u'] prevails very generally. Besides this [i] and [ŏa] are heard. The [ŏa] has, however, a great tendency to become [u'], but this is generally scouted; "a proposed window," must not be talked of as [u' pru' poa·zd win·du']. The "clear pronunciation" of unaccented syllables, as it is often called, is generally orthographical and unhistorical, and seldom really used, although allowed in received pronunciation. It is allowed principally because in rhetorical delivery it is sometimes convenient to vary the word in an orthographical direction, in order to be understood at a greater distance. When the vowels in unaccented syllables are reduced to the indistinctness of ordinary speech, they cannot reach a distant ear in a large assembly with sufficient certainty. If we were to give the historical clear pronunciation, provided we knew it, we should probably be altogether unintelligible to our audience. But we reckon on our audience being able to read and write, and so endeavour to give such a clear utterance as will recall the written symbol to their minds. We thus create new words often etymologically monstrous, but so practically convenient that the custom has become established. But this is not the way we speak to one another. Hence it is entirely artificial and unnatural, and does not deserve to be called English at all.

I have spent so much time already upon some of the principle points of importance, that I must hurry through the rest.

[*Wenzdi*] is objected to by some, who will have [Wed-nz-dai]. [Wenzdai] is not unfrequent.

[*Woz*] emphatic is said by every one, yet I have often seen it written in characteristic dialogue as if it were a vulgarism. [Waz] would be unendurable.

[*u*]. The [u] or [u'] for the indefinite article is regular. To say [a, a', aa] would be quite strange. But [ai] is anomalously used emphatically, merely because it is the alphabetic name for the letter.

[*Wi·k*] lengthening the vowel in *wick* is very common indeed, but it is not recognised, and probably most of those who hear me think I say [week]. Historically the short vowel as [wik·], frequent in Southern dialects, is more correct.

[*Mee n mi waayf*]. I have nothing to do with the grammar. The sound of [mee] is quite received, though when unaccented it falls into [mi], as [giv·mi, too·mi], meaning *give me, to me*, for which [giv·mu', too·mu'] are either vulgar or Irish. The conjunction *and* very frequently becomes [u'n, n], omitting the *d*, and lengthening the interval between two words. But the full [and] is also occasionally required. The [mi] for [mei], when quite unaccented, is not uncommon, and a pure [mee] in such case would be an Irishism. In [waayf] we come on the question of the diphthongs. I hear this long *i*, as it is called, very variously pronounced. My own pronunciation I have not succeeded in entirely analysing, but it has certainly not the sound of [aay], which sounds very German to my ears, though I hear it occasionally from English people, and Mr. Melville Bell gives it as the usual form. The fine sound I believe to be [uy] or [a'y], but the former is more historically correct for the South of England.

Such sounds as [ay, oy], with the vowels in *gnat* and *knot*, must of course be avoided. Dialectally the sound varies much, but with such variations, as definitely not received, we have nothing to do.

[*Wi went tu*] are all regular colloquial received speech. The sound of [ee] open, regularly becomes [i] when unaccented, and *to* is very rarely called [tōō] distinctly. The American [tŏa] is not endured.

[*Winzu.*] I lived at Windsor for many years when young, and I do not think I ever heard its name pronounced otherwise in conversation. The *d* always disappeared, and the *r* was heard only before a vowel.

[*Whedhur' it wuz dhu wind, au whedhur' it wuz dhu wedh'u*] restoring the [wh], is quite ordinary received speech; [wuz] is the regular unemphatic form of [woz], which however might also be used unemphatically.

In [*au whedhu wau·t it wau·z*] it is only the lengthening of [wot woz] into [wau·t, wau·z] that is objectionable, and it is not common.

[*Wi whipt n wi whipt n wi whipt n wi ·kuodnt git*] restoring [wh] has nothing objectionable but [git], which however was the oldest form of the word.

[*Dhu au·s*] is quite vulgar. Before a vowel [dhi] and not [dhu] is generally used, and [dhi] may be used even before a consonant. But [au·s] sins by omitting the aspirate *h*. There is no crime which the ears of received speakers are less inclined to condone than the omission of an *h*, except it be putting in of an *h* in the wrong place. Yet received speech has been very fantastic about it. The common word *it* was originally *hit* and had *his* for the possessive case, the form generally used in the authorised version of the Bible. Palsgrave (1530) says *h* is mute in *honest*, *honour*, *habundance*, and *habitation*: we neither write nor speak it now in the third word, but we both write and speak it in the last. Salesbury (1547) gives *h* mute in *honest*, *habitation*, *humble*, *habit*, *honesty*, *honour*, *exhibition*, *prohibition*. We now put it in *habitation*, *habit*, and (quite recently) in *humble*; some insist upon it in *exhibition*, *prohibition*, when they are thinking about it, otherwise most speakers omit it. Gill adds, *hour* and *hyssop*. He spoke of [ei·zop], we say [his·up]. In Shakspere's time *h* was regularly pronounced in *abhominable*, as it was then written through an erroneous etymology. Price (1668) makes *h* mute in *ghost*, *rhetorick*, *catarrh*, *dunghill*, *host*, *hour*, *John*, *imposthume*, *myrrh*, *Rhene*, *rheum*, *Rhode*, *Wadham*. After these consonants it is now mute, and also in *hour*, *John*, but in *dunghill*, *host*, it is retained, and in *hostel* as an old word we pronounce *h*, erroneously of course; in *hostler* the *h* is now commonly omitted even in writing, and only Webster pronounces it. In the connected *hospital*, we have within the present century inserted it. Old gentle-folks may even yet be found who always omit it in this word. Strangely enough, *hotel*, which is a modern French word, and should therefore certainly be [oatel·], is coming to have the *h*. In the termination *ham* of names of places, *h* fares very ill. The regular rule is to disregard it, as in *Wadham*, *Clapham*, *Chatham*, *Wenham* [Wod·um, Klap·um, Chat·um, Wen·um]; but if a *t* or *s* precedes, most persons pronounce the *th*, *sh*, as if they formed one letter, thus *Grantham*, *Horsham* [Gran·thum, Hau·shum], in place of [Grant·um, Hau·sum], and so *Windlesham*, *Evesham* [Win·dlshum, Ee·vshum], in place of the local names

[Win·sum, Ee·sum]. Smart (1836) reduces the list of mute *h* to *heir* (not mentioned by the old writers), *honest*, *honour*, *hostler*, *hour*, *humble*, *humour*; and in the two last it has since that day come to be pronounced. Dickens's *'umble* Uriah Heap had much to do with this change. After *ex* the *h* is generally omitted, though some strive to insert it, as when a clergyman is [ekshau·sted widh eks·hautai·shun] instead of being [egzau·sted widh eksautai·shun]. I see Nuttall writes *egz·hawst*, but the *ex* would not change into *egz* unless a vowel followed in an accented syllable. Thus [egzau·t, eks·autai·shun] are agreeable to the analogies of our speech; no one pronounces the *r* of course. It is so common to speak of being [u'toa·m, instead of u't hoa·m] that, though it gives me a cold shudder when I hear it, I can hardly say the pronunciation is not received. The pronominal words *he*, *his*, *him*, when following an accented syllable, generally omit *h*, as [hi toa·ld im soa] and often in other places. In *'em* which is not a contraction for *them*, but is merely the old word *hem*, the *h* is always omitted, even in writing. In oldest English, initial *r* and *l* were, like initial *w*, voiceless letters and spoken [rh, lh, wh]. Perhaps in a still older form they were preceded by a guttural, as [khring, khlood, khwip], in place of [rhing, lhood, whip]. The loss of this written *h* I had to speak of under *wh*. But in Southern English the [rh] is still common, under the peculiar form [,rh], and sometimes [hu,r], as [,rhud, ,rhun] or [hu,rd, hu,rn] for *red*, *run*, where [,r] represents an *r* spoken with a reverted tongue, the under part towards the palate and the point towards the throat. As a general rule, however, a written *h* is sacred. Its omission as in 'Arry's remark in *Punch* that most of the places about London began with an H, as *'Ighgate*, *'Ampstead*, *'Ornsey*, *'Ownslow*, *'Ammersmith*, gives one a little stab in the heart when heard from a man with a decent coat on his back, only inferior to its insertion in the wrong place. Yet our ancestors were very indifferent, and among country people south of the Tyne it is rarely heard; even educated Midland men ignored it altogether in my younger days; and I find that some existing Low German dialects often exactly transpose it. The High German and the Scotch never omit it, though the Scotch insert it in the one word [huz] for *us*, when emphatic (see Dr. Murray's Dialect of South of Scotland, p. 188). The sound of *h* is unknown in French, Spanish, Italian, Modern Greek and Russian.

[*Ai·wt uv u wau·k*]. The only word we need notice is [ai·wt] This diphthong is variously pronounced, either [uw] or [a'w] is looked upon with most favour; [aaw] is endured, but it has a German tinge; [aew, aw], with the German broad *ae* or *ä*, and the broader English *a* in *bat*, are horrid cockneyisms, of which [ai·w] is a more refined form, heard in London or in the north of Kent; [ŏw, ŏaw] are rustic to the highest degree, yet orthoëpists used always to give [ŏw] as "correct." Anything but [uw, a'w, aaw] lies beyond receivable limits.

Although my vulgar sentence has allowed me to string on many remarks in an unsystematic manner, there are a few points with which I must still trouble you. In Hyde Park I have not unfrequently heard children talk of [lei·diz in a bou·t], meaning *ladies in a boat*. This is a complete change of [ai, oa] into [ei, ou], which in another century may be regularly adopted. The [ei] is regular in Essex, and very prevalent in the East and North of London. Those who call [ai] by any sound of [ei], as [ey, aey, ay], take care to call [ei] as [aay], or in the country parts of Essex nearly [auy]. Those who use [ou] in the form [ŏaw] for [oa], generally pronounce [ou] as [aew, aw, aiw]. Hence there is always a compensation which prevents confusion. Now there is some foundation for these changes, horrid as they are, within the innermost recesses of received speech. If you listen to people who employ [ai, oa] at the end of a phrase, you will generally find that they have an after sound of [ee, oo], or something like it, which I indicate by writing [ai·y,oa·w]; thus, *that's what you say; oh! no!* becomes [dhats whot yoo sai·y; oa·w! noa·w!] So far is this the case, that many English speakers, when taught to speak the French word *beauté*, syllabically say [boa·w-tai·y], which is unintelligible to Frenchmen. But this addition, according to my observation, is not constant. Thus, in *I say so*, the last syllables short, the first emphatic, I hear [·ei sai soa]. There does not seem to be time for [ei sai·y soa·w]. Still some excellent observers, such as Messrs. Melville Bell and Henry Sweet, think that even in such an extreme case the [ai, oa] are not uniform vowels, and that in the first there is a slight raising of the tongue, and in the last a slight further closing of the lips, which gives the sounds a diphthongal character. I find that when *t, d* follows, as in *pate, paid*, the raising of the tongue to get to the *t* or *d* position, introduces a tinge of *ee*, and that this is the case also to a less extent when *k* or *g* follows, as in *cake, plague*. But when *p* or *b* follows, as in *ape, babe*, there seems little or no tendency to introduce this half sound of *ee*. Similarly, when *p* or *b* follows [oa], as in *rope, robe*, the closing of the lips brings out a tinge of [oo], and this also occurs in a less degree if *k* or *g* follows, as in *oak, rogue*. But when *t* or *d* follows, as in *oat, road*, the tendency is very slight indeed. Yet foreigners are almost unanimous in complaining of the "impurity" of the English [ai, oa]. Observe that, when altered by vocal *r*, as in [air, oar], supposing [oar] and not [aur] to be said, there is no tendency to pronounce thus, but that the sounds are nearly [e·u', o·u'], where [e·, o·] are the lengthened sounds of *e, o* in *net, not*. It seems as if the half sound of [ee, oo] crept in as thinners or refiners of the sounds [ai, oa]. Whatever be the origin, these very faint sounds, due to the most shadow-like rising of the tongue or closing of the lips, form a part of received speech, and are the first rung on the ladder which leads to [ei, ou]. Our great-grandchildren may probably find the latter right enough. There is another curious error in [oa] heard not unfrequently from received speakers in saying *oh!* as an exclamation and elsewhere, which also leads to [ou]; it consists in beginning to speak [oa] with the mouth quite open, and rapidly or gradually closing it as the sound goes on, producing an effect which may be written [u-oa], so that, if the lips are only slightly more closed, an [uw] results. Many persons always pronounce the name of the letter O in this way.

The present participle of verbs used to end in *-ande*, and the verbal noun in *-ung*. After the 14th century, they became confounded in received speech as *-ing*, following the form of the noun. But provincial speech kept the participle *-ande*, *-and*, *-an*, so that all provincial participles (with an exception in Cheshire) end in *-in*, *-un*, and then the verbal noun was made to end in the same way. Received speech professes to be very strict in not allowing any provincial form. A full *-ing* must always be said, and not *in*, *coming*, not *comin'*. Yet I very frequently hear the latter, and I'm not sure I do not occasionally say so myself. Study the following from *Punch* (6th Sept., 1873, Vol. 65, p. 99):—Dialogue between a boy nobleman and a governess, at a restaurant. *Lord Reginald*—"Ain't yer goin' to have some puddin', Miss Richards? It's so jolly." *The Governess*—"*There* again, Reginald! *Puddin'—goin'—ain't yer!!!* That's the way that Jim Bates and Dolly Maples speak—and Jim's a *stable-boy*, and Dolly's a *laundry-maid!*" *Lord Reginald*—"Ah! but that's the way father and mother speak *too*—and father's a *duke* and mother's a *duchess!!* So there!" Here is the whole theory and practice of received pronunciation in a nut-shell.

The main substance of our language is Saxon, and it is in Saxon words that the greatest change has occurred, and the most fantastic tricks have been played by that "deformed thief, Fashion." "I know that Deformed," I can repeat with the watchman (in *Much Ado*, act 3, sc. 3); "he has been a vile thief this seven year; he goes up and down like a gentleman; I remember his name," and I hope that you will remember it too, for it is bitten into the very heart of our language. But our vocabulary is principally French, Latin, and Greek, and these are the words which give most trouble to speakers, because they hear them but seldom, though they may see them often. The old French words have thoroughly incorporated, and have acquired a tolerably uniform pronunciation, which may be learned from dictionaries. But one or two points may be noticed. The modern French nasals *an*, *on*, *en*, *in*, *un* were not nasals when French words were originally introduced before King John luckily lost his French possessions. The regular sounds they received in English were [aawn, oon, en, in, uon]. Of these in the regular course of the change of English speech, as I have traced out historically in my work on *Early English Pronunciation*, the first [aawn] passed through [aun] into [aa·n], often into [an]. Thus [gaunt gaa·nt gant, roamau·ns roamaa·ns, roaman·s]. The last change is not complete, and the compromise [a'·n] as [roama'·ns] may be often heard. In unaccented syllables, the forms [an], orthographically, and [u'n] colloquially, are heard, as [ten'ant, ten'u'nt], the latter being more usual as already explained. The second [oon] passed regularly in accented syllables into [oun] and in unaccented into [un], the *n* becoming *m* before *p* or *b*, and *ng* before *k* or *g*, thus [kou·kumber], an abbreviation of [kou·ngkumber], was the regular form of the French *concombre*, the very modern [keu-kumber] having arisen from the mistaken spelling *cucumber*, as if it came directly from the Latin *cucumis*. The [uon] fell into [un] and [en, in] remained. Observe now that the terminations *-tion -sion* were properly [-sioo·n, -zioo·n], and that the accent being thrown back, [si, zi] fell into [sh, zh] and [oo'n] became regularly [un] without passing through [oun]. Thus *motion* passed through [moasioo'n] into [moa'shun], and never touched [moa' shon] which some orthographical orthoëpists contend for. We have a few words ending in *-stion*, as *question, digestion, suggestion, combustion*, where the *t* is felt as part of the root of the words, so that *question* is considered as *quest-tion*. This would naturally fall, by the same steps as before, into [kwest-shun], and then, the *t* and *sh* combining, we should get [kweschun, dijeschun, sujeschun, kombuschun] and so on. But many speakers rebel at this. A physician at Bristol told me the other day that only "Cockneys" said so. Cockneys are considered to have all the vices of pronunciation under the sun, just as Irishmen make all the bulls! The other pronunciation preserves the *t* and changes *-stion* into [-styun], as [kwestyun, dijestyun, sujestyun, combustyun]. In such usual words however this [-styun] will be found very unstable, and always liable to become [-schun]. Few persons would perceive the difference in speech, though the eye pounces upon it when written. Both sounds are "received." Walker patronises [kweschun], and Worcester [kwestyun]. Another physician whom I knew always said [kwesshun] or [kweshun]. He felt that the *t* in this word was in precisely the same etymological condition as in *condition*,—compare *conditus conditiō*, *quaestus quaestio*, and hence treated them in the same way. Such historical considerations are quite unavailing against the tendencies of language, and perhaps no other person but my friend said [kweshun].

We have a similar consonantal change of *t* and *s* in the terminations *-ture, -sure*, the history of which is peculiar. The oldest sound was [-tue' r, -sue'r] with the German *ü* or *ue*, the French *u*, as in *nature, pleasure*, old [naatue'r, plaizue'r]; then this [ue'r] drifted into [oo'r] and on change of accent became [ur], so we had [nai·tur, plez·ur], where observe that the first vowels have also changed,—but I must refrain from entering into the history of the latter change. These were "elegant" pronunciations from 150 to 200 years ago. But the spelling remained, and some luckless orthographical orthoëpists fancied that the *-ure* must imply [-eur], and hence tried to say [nai·teur, plez·eur]. The former [nai·teur] is still quite received, and I use it myself, but it is very rare, and still rarer in [nat·eurul], formerly [nat·rul]. The first change was to [nai·cheur, nai·choor], and the second to [nai·chur, nach·rul], which must be considered as quite received, for I hear them everywhere, and the older [nai·tur, nat·rul] have sunk into vulgarities. I may remark that many existing vulgarities in England and Ireland are merely mummified seventeenth-century pronunciations of good repute. Thus it is very bad to speak of a [peint, jeint, lein] for [point, joint, loin], but the latter sound would have been as hideous in Pope's ears as [moi oiz] in ours! The sound [plez·eur] did not last long, and cannot now be considered as received, for it is never heard, except perhaps from some one who affects "purity." It rapidly fell, into [plezh·eur, plezh·oor, plezh·ur], where it safely remains, and is not likely to change again in a hurry.

A peculiarity of words taken from the French is the place of the accent. In olden times it was on the last syllable, and then it shifted, going to the first in dissyllables, as in [naatue·r nai·tur], and generally to the last but two in trissyllables, and this quite regardless of the "root" syllable, which in Saxon words had the accent. But this change has of course been quite inconsistently carried out, and the position of our accent is changing very much at the present day, but it is too long a subject for me to do more than allude to.

At the revival of letters, a flood of Latin and Latinised Greek words came into English. The rule for speaking these more modern words, is to conceive them turned into French, and then the French words to be altered in a similar manner to the older words. We thus obtain such pronunciations as [jeeog·rufi, astron·oami, astrol·oaji], and not [jee·oagraf·i, as·troanom·i, as·troaloj·i]. In the same way we should expect [foanog·rafi, foanot·ipi, foanol·oaji, foatog·rufi, teleg·rufi], but I have often been afflicted with [foa·noagraf·i, foa·noatip·i, foa·noaloj·i, foa·toagraf·i, tel·igraf·i], and such like, where the accent is Saxon and not French.

In quite modern times, a heap of French words have been adopted in their modern form, and we seem very puzzled how to deal with them, for the French nasals are dreadful stumbling-blocks to most Englishmen. When I was a boy, *environs* was called [*on·vironz*] or something like it; a stationer will still sell you [on·viloaps], but as verbs, *to environ* and *to envelope* [enveir·run, envel·up] are thoroughly incorporated. We talk of *ennui* with the best imitation we can produce of the very difficult French sounds, but our ancestors said *annoy*, which is now a different word. We can't avoid French in many military words, as *aide-de-camp*, *baïonette*, though the latter is anglicised by soldiers into [băn·et] or [bā·net], and by civilians into [bai·unet] or more commonly [bai·rnet], as if it were syllabically a *bare net*, though orthoëpists stick to [bai·oanet], which I can't recollect having heard. Received-speech judges don't seem to have made up their minds about such words, and the best advice I can give is to make them thoroughly French, or to transform them on the old lines.

Also another flood of words have come to us from the Latin, or from Latinised Greek (for we don't venture on Greek letters) in scientific and philosophic discussions, and for trade purposes. These must be dealt with according to our present pronunciation of Latin and Greek mainly, for it is not always possible to revert to the old change into French first and English afterwards. Here there is so little power of judging in the judges of received speech, that the orthoëpists may be allowed more latitude. The best advice I can give for such words is to consult a pronouncing dictionary which contains them; you will generally get a pronunciation which will pass muster in public, though it is occasionally based on false analogies.

In this long lecture I have not touched upon a tithe of the points which could be raised, and even those mentioned have been dealt with very perfunctorily. My object was to shew that we have no *standard* pronunciation, but merely a *received* pronunciation, determined chiefly by fashion and prejudice, with very undefined limits, varying at least from century to century, but at any time enforced very strictly against those pronunciations which lie out of the pale. As the authority for using any pronunciation is always *social*, proceeding from those who have social power, but no special knowledge on which to draw, the penalties for disobeying its behests are also social. No one can "leave out his *aitches*," or insert them "in the wrong place," without losing social rank; and many other of the errors I have indicated would occasion a man to be set down at once as ignorant, or vulgar, or belonging to a lower grade of society. This is one of the absurdities and injustices which arise from having a system of spelling which has no intelligible relation to the sounds the reader is required to utter, and which therefore leaves speech sounds to be learned from environment; so that a man's environment, that is, his social *status*, is judged of unfavourably by his pronunciation.

It is evidently the business of the schoolmaster to save his pupils from such trouble, to teach them such a style of pronunciation as would pass muster in the great world without fear or reproach. This is difficult when the pupils come from places where they have been accustomed to hear and to use tabooed speech The master must be very certain himself, and have a quick ear to detect abnormal sounds, and he must attend more than, I am afraid, is even yet the general custom,—more than I know used to be the custom in the best classes of schools,—to English reading aloud, *to* the pupils, fully as much as *by* the pupils, and general enunciation, as well as to the specialties of speech of sounds. It is unpleasant to think how little attention has hitherto been paid to these subjects; and in conclusion, I can only point out the great social value to the pupil of insisting upon their adequate study.

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH JANUARY TO 15TH FEBRUARY 1881.

	Rs.	a.	p.
New Books purchased.			
ENGLISH.			
Robertson's Agricultural Class-Book	0	10	6
Fresh supply purchased.			
ENGLISH.			
Cunningham's Sanitary Primer for Indian Schools	0	1	0
New works published.			
MARATHI.			
Jyotish Shástra or Astronomy, translated from the original work of J. N. Lockyer, by Kashinath Balkrishna Marathé (No. 5 of the Marathi Science Primer Series).	0	12	0
New editions published.			
GUJARATI.			
Hope's Departmental Third Book, 11th Edition, stereotyped, 1880	0	5	0
Premánand's Nalákhyán, edited by Kavi Narmadáshankar Lálshankar, 2nd Edition, 1880	0	4	0
KANARESE.			
An Elementary Geography, Part II. (Description of India), by the Kanarese Translator, E.D., 2nd Edition, 1881	0	2	0
Government publications received for sale.			
ENGLISH.			
Bombay Gazetteer, Ratnagiri, Vol. X.	3	14	0
Do. Khandesh, Vol XII.	4	10	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Examinations.

NOTIFICATION.

The subjoined Government Resolution No. 1179, dated 26th February 1881, Revenue Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
7th March 1881.

Examinations.

No. 1179.

REVENUE DEPARTMENT.

Bombay Castle, 26th February 1881.

Memorandum from the Secretary to the Central Committee for Departmental Examination, No. 23, dated 16th February 1881—Enquiring (paragraph 1) with reference to Government Notification, dated the 9th idem, whether he is correct in his supposition that Government Resolution No. 958, dated 23rd February 1880, which allows non-graduates only two chances of passing is still in force, and (paragraph 2) whether Rule 21 of the examination rules of 1871 allowing a person to appear for the Higher Standard Examination without first passing the Lower Standard Examination, is also still in force.

RESOLUTION.—The Secretary to the Central Committee for Departmental Examination may be informed with reference to the query contained in paragraph 1 of his memorandum, that the ruling contained in Government Resolution No. 958, dated February 23rd, 1880, must be considered to be no longer in force.

2. With regard to the query in paragraph 2 of his memorandum, Mr. Pandit should be referred to the orders contained in Government Resolution No. 3507, dated July 4th, 1879, and Government Resolution No. 3800, dated July 19th, 1879.

JOHN NUGENT,
Acting Secretary to Government.

To the SECRETARY to the CENTRAL COMMITTEE for DEPARTMENTAL EXAMINATION, the THREE COMMISSIONERS of DIVISIONS, all COLLECTORS in the THREE DIVISIONS, the SURVEY and SETTLEMENT COMMISSIONER, the ACCOUNTANT GENERAL, the DIRECTOR of PUBLIC INSTRUCTION, the JUDICIAL DEPARTMENT of the SECRETARIAT, the EDUCATIONAL DEPARTMENT of the SECRETARIAT.

New Book Sanctioned.

NOTICE.

A new Gujarati Grammar (Price 2 annas), by Rao Saheb Mahipatram Rupram, is now ready. The Grammar is sanctioned for use in Anglo-Vernacular Schools.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
9th March 1881.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH JANUARY TO THE 15TH FEBRUARY 1881.

20th January 1881.—Mr. Fatechand Vasanmal, First Assistant Master, Anglo-Vernacular School, Sakkar, and Acting Persian Teacher, High School, Shikarpur, is appointed substantive *pro tem.* Persian Teacher, Shikarpur High School.

20th January 1881.—Mr. Kirpaldas Khemchand, Head Master, Tharushah School, and Acting First Assistant Master, Anglo-Vernacular School, Sakkar, is appointed substantive *pro tem.* First Assistant Master, Anglo-Vernacular School, Sakkar.

20th January 1881.—Manghumal Menghraj, Second Assistant, Anglo-Vernacular School, Sakkar, and Acting Head Master, Anglo-Vernacular School, Tharushah, is appointed substantive *pro tem.* Head Master in the same School.

20th January 1881.—Mr. Waman Khanderao Vaidya, Assistant Deputy Educational Inspector, Khandesh, is appointed Assistant Deputy Educational Inspector, Ahmednagar.

20th January 1881.—Mr. Ramjee Hari Agashe, Assistant Deputy Educational Inspector, Ahmednagar and Nasik, is appointed Assistant Deputy Educational Inspector, Nasik.

20th January 1881.—Mr. Bapu Sonsawant, Assistant Deputy Educational Inspector, Ratnagiri, is appointed Assistant Deputy Educational Inspector, Khandesh.

20th January 1881.—Mr Hari Vithal Pathak, Head Master, Satara, No. II. School, is appointed Assistant Deputy Educational Inspector, Ratnagiri.

21st January 1881.—Mr. Mahanand Bhaishankar Bhat is appointed Agricultural Teacher in the Surat High School (on probation).

21st January 1881.—Mr. Ganesh V. Joshi, Second Assistant Master, Nasik High School, is appointed Acting First Assistant Master in the same School, *vice* Mr Tilak.

21st January 1881.—Mr. Ramchandra V. Gadre, Third Assistant Master, Nasik High School, is appointed Acting Second Assistant Master in the same School, *vice* Mr Joshi.

21st January 1881.—Mr. Govind G. Yewalekar, Fourth Assistant Master in the Nasik High School, is appointed Acting Third Assistant Master in the same School, *vice* Mr Gadre.

21st January 1881.—Mr. G. A. Shanche is appointed Acting Fourth Assistant Master in the Nasik High School, *vice* Mr. Yewalekar.

22nd January 1881.— Mr. Prabhakar Ballal Limaye is appointed substantive *pro tem.* Agricultural Teacher in the Nariad High School.

22nd January 1881.—Three months' leave without pay is granted to Mr. A. D. Colah, Agricultural Teacher in the Nariad High School.

25th January 1881.—Mr. Vishnu Sakharam Padveker, F. E. A., is appointed Sixteenth Assistant Master, Poona High School, *vice* Mr. Parchure, promoted, and Acting Third Assistant Master in the same School, *vice* Mr. B. R. Sahasrabudhe, Acting Deputy Educational Inspector, Poona Sub-division.

25th January 1881.—Mr. Govind Narayen Kelkar, B. A., is appointed substantive *pro tem.* Eleventh Assistant Master in the Poona High School.

25th January 1881.—Mr. V. A. Chirumle is appointed Acting Thirteenth Assistant Master in the Poona High School.

25th January 1881.—Messrs, Damudhar Ganesh Kelkar and Fardunji Mancherji Dastur are confirmed as First and Second Assistant Masters in the Elphinstone High School.

25th January 1881.—Mr. Daniel Frederick Hogan is appointed Third Assistant Master (Marathi side), Elphinstone High School.

25th January 1881.—Three months' extension of sick leave is granted to Mr. Ramakant Krishna Bhende, Acting First Assistant Master, N. J. High School, Karachi.

25th January 1881.—A month's sick leave is granted to Mr. D. D. Shukla, Third Assistant Master, Broach High School.

27th January 1881.—Mr. R. V. Bakre, B. A., is appointed substantive *pro tem.* First Assistant Master (Canarese side), Belgaum High School.

28th January 1881.—Mr. A. R. Jalihal is appointed Acting Third Assistant Master, Dharwar High School, until further orders.

29th January 1881.—Mr. Shripad Anant Chhatre is permitted to resign his appointment of Assistant Master in the Belgaum High School.

29th January 1881.—Mr. Hari Bhimarao Jambhekar, F. E. A., is confirmed as Fifth Assistant Master in the Belgaum High School.

31st January 1881.—Sixteen days' privilege leave is granted to Mr. Dayabhai M. Jagirdar, Head Master, Bahadur Khanji High School, Junagadh.

2nd February 1881.—Two months' leave, without pay, is granted to Mr. Shankar Raoji Apte, Fourth Assistant Master, Dharwar High School.

2nd February 1881.—Mr. Surajabhau Bhavaniprasad Alur, Seventh Assistant Master, Dharwar High School, is appointed substantive *pro tem.* Fourth Assistant Master in the same School.

2nd February 1881.—Mr. N. V. Koppar, Ninth Assistant Master, Dharwar High School, is appointed substantive *pro tem.* Seventh Assistant Master in the same School.

2nd February 1881.—Mr. S. V. Sidnur is appointed substantive *pro tem.* Ninth Assistant Master in the Dharwar High School.

2nd February 1881.—Mr. S. A. Sirurkar is appointed substantive *pro tem.* a Fellow in the College of Science, Poona, for the month of January 1881.

2nd February 1881.—Mr. W. Mulligan is appointed a Fellow in the College of Science, from the 1st February till 31st December 1881.

4th February 1881.—One month's leave, on private affairs, is granted to Mr. Rajaram Shastri Bodus, Sanskrit Teacher in the Elphinstone College.

7th February 1881.—Mr. Hirjee Pestonji Wadia is appointed Junior Dakshina Fellow in the Deccan College.

11th February 1881.—Mr. Nasirvanji Mervanji Pavri, Second Assistant Master, Gokaldas Tejpal School, is appointed Acting Ninth Assistant Master (Marathi side), Elphinstone High School, *vice* Mr. Sahiar, transferred to the Gujarati side as Thirteenth Assistant Master.

11th February 1881.—Mr. Framji Karsetji Bajan, Thirteenth Assistant Master, is appointed Acting Twelfth Assistant Master in the room of Mr. Lord, who is appointed Acting Head Master, Chandanwadi, First Grade School.

11th February 1881.—Mr. K. S. Mosurkar is appointed Fifth Assistant Master in the Dharwar High School.

14th February 1881.—An extension of eight months' leave, without pay, is granted to Mr. B. B. Nimkar, Seventh Assistant Master, Dhulia High School.

14th February 1881.—Mr. V. A. Chirumle is permitted to resign his acting appointment in the Poona High School as Thirteenth Assistant Master.

14th February 1881.—Mr. A. M. Bhalerao is appointed Acting Thirteenth Assistant Master in the Poona High School.

14th February 1881.—Mr. Motichand Adhowjee Seth is permitted to resign his appointment as Eighth Assistant Master in the Surat High School.

By order of the Director of Public Instruction.

N. K. GOLE,
First Clerk.

Poona, Office of the Director of Public Instruction,
25th February 1881.

Bombay Educational Record.

No. 4.] APRIL 1881. [Vol. XVII.

THE MONTH.

It is announced that the Secretary of State has been pleased to sanction the grant to Dr. J. G. Bühler, late Educational Inspector, Northern Division, Bombay, of an addition of Rs. 1,000 to the pension of Rs. 3,000 a year, to which he is entitled, as a reward for the specially meritorious nature of his services. Dr. Bühler, in addition to his ordinary duties, has performed a considerable amount of extra work, including the editing of Sanskrit books, the collection of some thousands of Sanskrit manuscripts, the preparation of standard works on Hindu law and literature, and the enlargement of the existing stock of philological and archæological lore.

The sketch of a Hindu peasant's life, which, under the title of 'The Story of Bhagoo,' appears in the last *Cornhill*, is stated by a contemporary to be from the pen of Mr. W. E. Hart, First Judge of the Small Cause Court in Bombay.

At a recent meeting of the Royal Geographical Society it was announced that Mr. Stewart, one of the Livingstonian Mission, had found that the distance between Lake Nyassa and Lake Tanganyika is only 222 miles. The two waters are connected by a nearly level country, and it was stated that £11,000 had been promised for the formation of a good road through the plateau for trading purposes.

From the annual report of Dr. Eliot, President of Harvard University, it appears that scattered over the United States there are 360 colleges or institutions called universities—only 28 of which were in existence 60 years ago; and of these all but two were at that period distributed over 12 of the 13 original States. More than one-third of these 360 institutions charge no tuition fee, or only a nominal one—under 30 dollars a year. Among the latter are 43 agricultural and mechanical colleges, endowed by the Government. While the population has increased in 60 years about fivefold, the number of colleges and universities has increased thirteenfold.

The ninth annual report of the National Commissioner of Education in the United States, Hon. John Eaton, is just issued, and makes a volume of nearly 1,000 pages. The total school population of the United States is given at 14,418,923, and the average daily attendance at public schools 5,093,298. The gross annual school income of all the States is 86,978,101 dollars. There are reported to be 34 normal schools in the South for the coloured race. The whole number of normal schools in the country is 156, with 39,669 pupils. New York city spent 92,000 dollars in 1878 on its normal college, and the expense of the training school at Oswego was 62,000 dollars. Massachusetts spent 75,000 dollars upon her five normal schools.

GLACIAL EPOCHS.

It is a curious question how far the severe cold of the last three winters is due to merely temporary or casual causes, and how far it may betoken a possible alteration in our climate as a whole. Whether England has grown warmer or colder during the whole historical period is very difficult to say. On astronomical grounds alone it is certain that what we may call the normal temperature of the northern hemisphere has been growing higher and higher every winter for some thousands of years past, and ought to continue growing higher for a couple of thousand years to come. We are now not quite half-way through one of those alternating decem-millennial cycles pointed out by Dr. Croll, during which the North Pole has a shorter and milder winter, while the South Pole has a longer and chillier one; and therefore all northern and Arctic countries ought theoretically to be getting warmer, while all south, temperate, and Antarctic climates ought to be getting colder. But then many local and terrestrial causes sadly interfere with and complicate our abstract cosmical calculations, so that one can only speak with any certainty when we compare very distant periods with one another. The case is exactly parallel to that of latitude between the equator and the poles. Any place within the tropics is certain to be warmer than any place within the Arctic Circle; but if we take a shorter distance we find that Niagara is decidedly chillier than London, though it lies further south than Nice. So, too, England was undeniably colder during the glacial period than it is at the present day; but it may possibly have been warmer when Agricola marched into Scotland than it happens to be at this moment. The Gulf Stream, the east and west winds, the clouds, the presence or drainage of marshes and fens—all these things affect the climate in short periods of time far more than the very slow and regular astronomical changes. Plausible arguments have been brought up on both sides. On the one hand, it is urged that the reclaiming of fens and cutting down of forests must have greatly raised the temperature, while no known cause has intervened to depress it; and the statements as to the freezing of rivers in the early historic period certainly seem to indicate a gradual improvement of the winter climate. On the other hand, it is alleged that the plants and animals which lived in early England were those of a warm type; that wine could be made in considerable quantities from out-door grapes as late as the thirteenth century; and that the Roman villas indicate an open-air life which would be insupportable for a modern Italian in our existing winters. So far at least as our wild flowers are concerned, it cannot be denied that the most southern members of the British flora have been gradually ousted by northern forms within the last few hundred years, and that many of them once common now linger on only in some half-dozen sheltered nooks of Cornwall, Devonshire, and the south-west of Ireland. Thus the evidence either way seems pretty evenly balanced.

But if we look away from these doubtful minor variations of late centuries to the wider field of the geological ages, it is now universally admitted that astronomical causes have profoundly affected the climates of the world from time to time. During almost all the tertiary age—an age which modern discoveries have brought so near to us that it almost seems part of the historical past—sub-tropical conditions prevailed over all northern Europe. But from epoch to epoch during the tertiary times, the climate of the north grew colder and colder, so that at last the North Pole was occupied by a great sheet of ice whose shrivelled remnant still covers it. In the eocene period, southern plants grew even within the Arctic Circle. In the miocene period, the deciduous trees of the Polar region had migrated southward towards Britain. In the pliocene period the southern evergreen forests had receded to the Mediterranean. Finally, in the pleistocene period, a series of great ice-sheets spread from time to time over the whole of northern Europe, extending across Norway, Sweden, Denmark, Scotland, and England, and covering the entire face of sea and land from Ireland to central Russia. Throughout the whole duration of the pleistocene age, these glacial epochs recurred at intervals of some ten thousand years; and almost all geologists are now convinced that we can actually fix their dates with accuracy, by means of the astronomical conditions upon which they depended. Indeed, there is no subject upon which scientific men are at present more universally agreed than upon the causes of glacial periods. As the conditions which produce them affect us at the present time, forming, in fact, the constant element in our climate, and as the South Pole is at this moment actually undergoing such a glacial epoch on a small scale, the question of their origin is one which directly concerns our ordinary life.

As everybody knows, the earth's orbit round the sun is not circular but elliptical; and hence the earth is at times a little nearer the sun than at others. At present, the portion of the orbit nearest the sun is passed through by the earth during the winter season in the northern hemisphere: so that we are actually nearer the great source of all our heat in winter than we are in summer. But where the earth approaches nearest to the centre of our system it also runs fastest, and owing to this cause we in the north have a few days' less winter and a few days' more summer than they have in the southern hemisphere. These two reasons put together—the greater proximity to the sun during winter, and the slightly longer duration of summer—make the northern hemisphere now decidedly warmer than the southern; for the permanent ice-sheet of the South Pole extends relatively as far as Stockholm, and icebergs from the Antarctic region float to a latitude corresponding with that of Greece and Sicily. But the precession of the equinoxes causes this comfortable state of things to be reversed every 10,500 years. At the expiration of that period the tables will be turned: the South Pole will have a long spell of comparatively warm winters, while the north will get ten millenniums of shorter summers and bitterly cold winters. Whenever this happens, the temperate belt in Europe and Asia will be pushed much further south, and a great part of Scandinavia, Russia, and Scotland will become uninhabitable. It is a comfort to know, however, that our turn has still some seven thousand years to run, and that we need therefore be in no immediate apprehension for our own personal convenience. Whatever slight fluctuations of climate occur in Britain during the interval must necessarily be due to mere local causes of no serious importance.

Even when our next cold spell comes, it will not be one of the severer sort, such as that now pretty well known as the "great ice age," when a solid sheet of glacier spread over all northern Europe as far south as the British Isles. The precession of the equinoxes, with the present conditions of the earth's orbit, could not bring about so great a change as that; nor has it ever done so except under very special and rare circumstances. But at certain long and irregular though calculable periods the eccentricity of the orbit becomes more marked, so that the earth is considerably nearer the sun than usual in one portion of its course and considerably further from it than usual in another portion. During the whole tertiary period the eccentricity was never much greater than it is at present; and as an open sea, penetrated by numerous warm currents, then occupied the North Pole, the climate of the entire northern hemisphere always remained warm or temperate, in spite of these recurring see-saws. But at the opening of the pleistocene period, the eccentricity became very much greater; and as a large amount of high land happened at the same time to be elevated about the North Pole, it introduced a totally new set of phenomena into European meteorology. For about 150,000 years there followed a series of very strong alternating changes, occupying some 10,500 years each, during one of which the northern hemisphere had a very long hot summer and a short moderate winter, while during the other it had a very long cold winter and a short chilly summer. The cold spells form what are called glacial epochs, and the hot spells form what are called warm interglacial periods. The last of these long cold spells, when the ice covered the whole of Britain, ended about 80,000 years since: and then the eccentricity again declined so far that the normal state of Europe was nearly restored, though the continued prevalence of high land around the pole has prevented the complete return of our climate to the genial conditions of the early tertiary ages Geological deposits of the pleistocene age regularly display these alternating phenomena, showing first a layer of Arctic mould and broken shells, and then a second layer of river-mud containing the bones of tropical animals. In many cases specialists have ventured to assign the actual date to the particular deposits; and thus for the first time we are, perhaps, enabled to bring palæontological facts into some rude relation to a definite chronology.—*St. James's Gazette.*

MENTAL CULTURE.

BY JAMES WARD, FELLOW OF TRINITY COLLEGE, CAMBRIDGE.*

For illustration's sake we may divide the products of Nature and of Man alike into two classes:—those, on the one hand, in which a definite design or shaping idea has preceded and throughout controlled their production, and those, on the other, in which accident or the blind play of the elements have brought about a result neither foreshadowed nor foreseen. To the latter class we should refer, for instance, the formation of an island, where winds, rains, earthquakes, ocean currents, and the myriad blind builders of a coral Babel, now combine and now frustrate their unthinking labours till dry land appears. As an instance of the former, we might take the growth of a plant, in which we have first the blade, then the ear, then the full corn in the ear—a steady unfolding of a definite form, a mutual adaptation of part to part, which we can only fairly represent to ourselves as the outcome of an indwelling and informing idea. Again, a similar contrast is presented when we compare a modern building, such as the Houses of Parliament or the Law Courts, with one of those bizarre but picturesque piles in every variety of Gothic and Renaissance that are happily no uncommon feature of English scenery: the one erected in execution of a uniform and complete design, the other a strange medley of Norman stronghold, Gothic cloisters, and Elizabethan mansion—a multiplicity of parts, but no united whole. Thus, comparing these two classes, we find, in the one, no plan and no economy, and a result which is confused and disconnected; whereas, in the other, there is neither waste nor disorder, but the steady realization of a consistent and harmonious whole. So far as our bodies go, there can be no doubt as to which of these classes we belong to ourselves; what are we to say of our minds? Can we detect there, too, the same order and system, the same organic unity amid complexity, the same harmonious working, so patent in our bodily framework? Or do we find a partial chaos of ideas, some disjointed and unsorted, some half-formed or half-forgotten? Are there no mutually destructive principles reposing blindly side by side, though clearly portending future inconsistency and internal anarchy? Is there clear evidence of an informing law of development, selecting and moulding all its acquisitions, so as to produce a mind at once full and clear, lively, vigorous, and methodical? Or must we, forsooth, acknowledge, that ideas acquired by chance or caprice have remained unassimilated and so unfruitful, or have been so distorted or biassed under the stress of prejudice and superstition as to render at times our very eyes blind, and our ears deaf, to what is taking place before us? Do we not sometimes—to quote Cardinal Newman—"fall in with persons who have seen much of the world, and of the men who, in their day, have played a conspicuous part in it; but who generalize nothing, and have no observation, in the true sense of the word"? "They abound in information, in detail, curious and entertaining, about men and things;" but they speak of everyone and everything only as so many phenomena which are complete in themselves, and lead to nothing—not discussing them, or teaching any truth, or instructing the hearer, but simply talking. . . . Perhaps they have been much in foreign countries, and they receive in a passive, otiose, unfruitful way the various facts which are forced upon them there. . . . They sleep and they rise up, and they find themselves now in Europe, now in Asia; they see visions of great cities and wild regions; they are in the marts of commerce, or amid the islands of the South; they gaze on Pompey's Pillar or on the Andes; and nothing which meets them carries them forward or backward, to any idea beyond itself. Nothing has a drift or a relation; nothing has a history or a promise. Everything stands by itself, and comes and goes in its turn, like the shifting scenes of a show, which leave the spectator where he was."* And, as a set-off against these people, overstocked with premises, but incapable of drawing conclusions, do we not find many who have accepted the current opinions on a thousand topics, and fearlessly apply them without a ghost of a notion of the proofs on which they rest or fail to rest—without, in fact, any feeling for proof at all: fools who rush in where angels fear to tread, and are equally at home in explaining a commercial crisis or a thunderstorm —men who out-Darwin Darwin, are more Gladstonian than the Premier, and dizzier then the ex-Premier? Supposing we know of such specimens, what are we to say of them? It will not do to refer their lack of mental energy and insight, their mental confusion, narrowness, extravagance, and incongruity to mere ignorance or want of education, as ordinarily understood. For these humiliating spectacles are furnished by men allowed to be well informed, and to have had the advantages of a so-called University training. And it may well seem to some of you a piece of questionable prudence on my part to direct attention, even briefly, to facts, so discouraging at the commencement of a new session of study. Of what good is it, you may ask, for us to devote our scanty leisure to the pursuit of classics or mathematics, of science or literature, if our minds may perhaps be neither enlarged nor enlightened in the process? Well, at least the possibility of such failure will make a wise man ask about the cause of it, and consider how far it may be avoided. Why, then, does our modern education so often fail of its end? Because, I would suggest, the end has not been consciously present to direct and control it; because we have worked blindly, and without unity or method. It is not too much to say, of the greater number of those said to be liberally educated, that neither they nor their teachers had any clear idea or plan of the mental fabric, or rather the living mental organism they were seeking to complete and perfect. The result belongs largely to the class of accidental products, only very partially to the class of aims clearly preconceived and rationally pursued. And I cannot forbear expressing the belief, for which I trust I shall not be deemed too much a visionary, that the day will come, when, thanks to a sound theory of education, the average man will excel the men of our time in *capacity*, as much as they excel their grandfathers in information. What, then, should be the leading aim of intellectual education or mental culture? What do we mean when we propose to cultivate and improve our minds? These are questions which I venture to think concern you who are students of this college; they are not questions you can afford to leave to your lecturers and examiners, as a patient leaves his case in the hands of his physician. In this matter of education, you are not patients, but agents; and I might even say the prime agents: unless you have yourselves clear ideas of what you are aiming at, lecturers and examiners will not avail you much. What, then, I repeat, are we to understand by the improvement or cultivation of our minds?

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* Opening Address of the Session 1880-81, delivered before the Men and Women's College, Queen Square, London.

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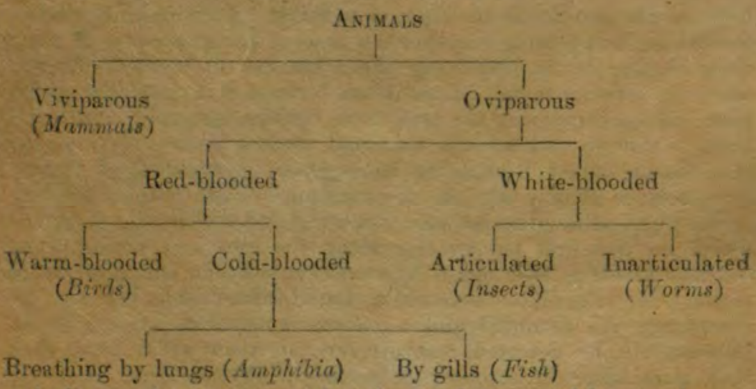
* *Discourses on University Education*, 1852, *pp.* 215 *f.*

This word "cultivation" is ambiguous; and there is a corresponding ambiguity in the notions in vogue concerning mental culture. The husbandman is said to cultivate the soil, and he is also said to cultivate the wheat and the vine. Now, although, when the question is raised, it is plain that, in talking of the mind as requiring and capable of culture, we regard it not as a dead receptacle but as a vital germ that can unfold and flourish, or shrivel and be starved; yet, nevertheless, this dead-receptacle theory of culture is the one we are very apt to adopt in practice. In other words, we are apt to seek knowledge rather than intelligence, facts rather than judgment and insight—a mind stored with learning, instead of a mind trained to think. But the simple fact itself is too commonplace to dwell upon; let us look for a moment at some of the probable reasons for it. One reason, I think, is this, that we are not sufficiently far from the time when the absence of printing necessitated—what the smallness of human knowledge rendered possible—universal or encyclopædic learning. We have not yet learnt when to use our books to save our brains, and rest content with what Mr. Latham calls the index memory, *i.e.* with knowing where a thing is to be found when we want it. And so the once good custom lingers to corrupt the world. Again, this substitution of instruction for education is, doubtless, partly due to the fact that knowledge is so much more tangible than intelligence. All can appreciate the power which knowledge gives, while few stop to reflect upon the intelligence, without which the origin and extension of knowledge are impossible. Many admire the plays of Shakespeare, the discoveries of Newton, the inventions of Watt; but few consider how much more it concerns us, were it possible, to reproduce their minds, so to put it, than to reproduce their works. I believe the world's intellectual advancement has been seriously retarded by what I may call its theory of genius. No doubt, there are geniuses, as there are giants; but to suppose that it is only given to genius to originate and discover, while average minds must be content with appropriating, is as false as the superstition that regards all prehistoric monuments as the handiwork of ancient Gogs and Magogs. Yet such a doctrine, however false, of a mighty few who can be thinkers, and a feebler multitude who are but learners at the best, must of course ensure its own fulfilment the more inevitably, the more implicitly it is believed. Where there is no faith, there will be no works. But this carries us to a third point: we prefer instruction to education because it is easier: it is a pleasure to listen and read, it is a labour to think and write. And here, no doubt, one secret of genius peeps out. Genius, it has been said, is an infinite capacity for taking pains. This is what geniuses themselves tell us: we, however, are slow to admit what truth there is in it, because of the censure it implies. But not only is the process of instruction an easier one for the pupil than that of education—it is a vastly easier one for the teacher too. Mangnall's Questions, Pinnock's Catechisms, and that sort of thing, though a little dull, are yet a delightfully simple business for both parties. But the chief reason is, I take it, neither the lingering tradition of the dark ages, nor want of faith in our own powers, nor want of energy to exert them; but ignorance as to what they are, and how they are to be exercised. We have as good as no science of education, because we have little better than no science of mind; it is not likely we can direct a growth, the nature of which we do not understand. I must not, however, forget to say that, imperfect as psychology is, matters would be much better than they are if those who have to educate others or themselves, would apply even the little psychology has to teach. It is a little of this little that I must attempt to set before you now.

If it be agreed that the true conception of mental culture regards the mind, not as a receptacle to be stocked, but as an active power to be developed and perfected; what we have to learn, first of all, is the nature of this activity, and the grounds on which we say that in one mind it is more perfect and efficient than in another. Let us look, for a moment, at a couple of interesting bipeds—one with feathers and one without, a parrot and a philosopher. They can both see, walk, talk, and handle; they have the same organs, senses, affections, passions; "are fed with the same food, hurt with the same weapons; warmed and cooled by the same winter and summer." They may hear the same learned discourse; and it would be hard to say who would repeat it most faithfully, the parrot or the philosopher. The difference between their minds then lies, not in the material, in the sensations and movements with which the external world and their respective organizations provide them. This common stock granted; just as we might have side by side so many thousand bricks in a heap, and as many built into a house, so we should find a like difference in the arrangement and combination of this common stock of elementary impressions, if we compared the minds of our parrot and philosopher. And, as a general statement, we may say that *the activity of mind consists in nothing else but this arranging and combining of the multiplicity of disconnected ideas, to use Locke's term, with which its organs of sense and movement furnish it.* The earliest form of this activity by which our stock of confused impressions is elaborated into distinct perceptions of objects, has no practical interest for us just now. At that stage, the process, though one of mental activity, and not of mere receptivity, can hardly be called voluntary. Up to a certain point—the level of ordinary common sense—heredity, our daily surroundings, and our mother tongue ensure the organization of our experience with little more activity on our part than that of attending and keeping awake. We are, so far, in the position of apprentices, who get their work ready tacked together, and have only to supply the stitches. It is at a later stage, when we have to do the cutting and fitting all by ourselves, that the difference between one mind and another appears. And that mind is the most developed, the furthest removed from the level of a mere parrot, that has carried this process the furthest, and brought most ideas, and brought them most intimately and completely into relation with each other. We recognize this fact, in common language, when we say of a man that he cannot put two and two together, that he did not invent gunpowder, and will never set the Thames on fire. And these are things we might say of some very learned people, without doing them any serious injustice. By these expressions we mean, that these people, whether they have the ideas or no, are mentally so powerless and inert, that they will never compare them together, and so advance to new truths. It may appear a startling and extravagant paradox, to represent the difference between a philosopher and a blockhead, or even between a philosopher and a parrot, as lying not in the greater extent of the philosopher's ideas, but in the closer and more intimate relations which he has established among them. You will say, the philosopher has more ideas, knows more, than the parrot and the blockhead. Yes, but the point is, that this additional knowledge consists not of fundamentally new ideas that he has received, like his other ideas, from without; but of ideas of relations and connexions among these —knowledge which he has by his own activity elaborated from within. That one man knows the taste of pine-apple, or pig-tail, and another does not, constitutes a difference in sense-experience which no mere mental activity will remove; but so far is the difference between the philosopher and the dullard from being a difference of this sort, that we might suppose them to exchange their stock of knowledge as they might exchange their coats or their patrimony; which done, the philosophic mind would by degrees introduce light and order into the chaos; while the living world of ideas, mutually enlightening, mutually quickening each other, which he gives in exchange, would soon become a dead and immobile tradition, like the wisdom of Confucius in the mind of a modern Chinee. Nor is this supposition so altogether extravagant. Something very like it is continually taking place. On the one hand, we see the man, that thinks, worming out of stupid souls facts which they themselves could never turn to account; on the other, we see the best thoughts of such higher minds transferred still warm with life into sluggish brains, only to become so much dead learning and empty pedantry. It is utterly false, then, to imagine that the difference between a first-rate mind and a second-rate is at all measurable in terms of acquisition, as we may say the wealth or the weight of Smith is twice that of Brown. Everybody knows the story of Opie. Some novice, who supposed Opie's brilliant effects were due to his wider knowledge of the *technique* of his art, once asked him what he mixed his colours with. To which question he answered, "With brains, sir;" There is a similar story attributed to another self-made man, Faraday; when pestered by some wretched fop or other, who fancied the secret of his marvellous discoveries lay in his stock of instruments: "Believe me, my young friend," he is said to have replied, "An ounce of brains is worth a ton of apparatus." All Opie's oils and colours, all the resources of Faraday's laboratory, would have been useless in hands that lacked their daring imagination and patient versatility of thought. *Thought*, then, it is which is the philosopher's stone, converting the most common-place experiences into gold; thought it is which discovers the hidden ties by which such common-place experiences are connected together into that systematic knowledge which alone deserves to be called power. And to say that a trained mind differs from an untrained one mainly by reason of the greater intimacy and complexity of the relations established between its ideas, is but to say that the difference between the two lies in their power to think. For thinking consists in nothing, but joining together the ideas of things because of some resemblance, or in disjoining them because of some difference observed between them. Thus it was because of a resemblance he perceived on comparing the two, that Shakespeare said, "All the world's a stage, and all the men and women merely players"; or that Bacon called Riches the baggage or *impedimenta* of virtue. From science we may take the stock instance of Franklin's discovery of the physical identity between lightning and the electric spark, to which he was first led by comparing the two and noting their common features. Or again Newton's supposition, long afterwards verified, that the diamond would be found inflammable, because, on comparing the diamond and numerous substances known to be inflammable, he detected, notwithstanding their differences, that they were alike in strongly refracting a ray of light. Let us, however, take an instance in which the material of the thought was common property. All makers of matches knew that combustion was produced by applying friction to a mixture of phosphorus, sulphur, and chlorate of potash; they knew, too, that the other constituents would not ignite by friction if the phosphorus were withdrawn; they also knew that accidents were of daily occurrence from the ready ignition of the mixture of all three. Here, now, was a problem, how to prevent such accidents, and the materials for its solution; but this time the solution consisted, not in putting two and two together, but rather in setting them apart. It was a Swedish match-maker who first saw that to put your sulphur and potash on the match, and your phosphorus on the box, would give you the mixture and the friction together when you wanted them together, but at no other time. Such was the discovery of the Patent Safety Match,—such and no more. There is absolutely nothing new in it except the thought that 3 + 1 (phosphorus, sulphur, chlorate of potash + friction) are the same as 2 + 2 (sulphur, chlorate of potash + phosphorus, friction) when you add them, but not otherwise. But, instead of multiplying isolated instances, it will be better to try briefly to suggest to you that the whole of human science is built up of such identifications patiently and gradually repeated, beginning from concrete objects and occurrences, and rising step by step to the most general ideas and principles. As a sample of this process, we may consider for a moment what

Bentham called "the matchless beauty of the Ramean tree."—But of this character are all the classifications by which we are able to compass a knowledge of the immense variety of nature's productions in the mineral, vegetable, and animal kingdoms; it is from our inability to establish such an order and system among the disconnected facts we know of man and his institutions and history, that our knowledge on this side is so imperfect, so unscientific. We may, however, take another illustration, less severely beautiful, but more concrete;—Blumenbach's classification of



And not only may we say that the development of human knowledge has consisted mainly in bringing old and familiar, but isolated, experiences into relation; but our conception of this knowledge, when completed, is but the conception of this process of systematizing and unifying carried to an end. The dream of philosophy is not of new chemical elements, new forces, new stars, new forms of life, still to be discovered, but of a point of view from which everything shall be seen to be related to everything else, and no fact remain isolated in the whole universe of knowledge. But I have dwelt too long on this point. To sum up, then:—In answer to the question, What is the aim of mental culture? may we not reply, The attainment of the power and the habit of thinking, of comparing all the items of our experience, so as to ascertain their agreements and differences, their relations of cause and effect, and so forth? In proportion as we have by this means brought unity and system into our ideas,—in proportion as our faculty of thus connecting our ideas is efficient and active, do we deserve to be considered men of reason and intelligence.

If this be our aim, we can, of course, in pursuit of it, avail ourselves to the full of the products of other men's reasoning and intelligence, but our mode of doing this will be very different from what it would be if our chief aim were to gain information; just as the communication of it on the teacher's part will be very different according as he proposes merely to impart new facts or to train our minds, to make us walking dictionaries or coherent thinkers. Of course, our progress in the one case will be very much slower at the outset than it will be in the other; because collecting facts is very much easier work than connecting them, merely learning principles than fruitfully applying them. But we shall be able to advance very much further in the end. The mere learner, with his head full of useful knowledge, is like a man who carries all his wealth in halfpence; he may be very poor, and yet burdened to death; or rather, he is like the old woman with a big family who lived in a shoe. But the thinker who has digested and systematized his knowledge, might be compared to Moses, when, instead of sitting with all the people by him, from morning unto even, wearing out both himself and them, he placed over them rulers of thousands, and rulers of hundreds, rulers of fifties, and rulers of tens.

But it is not merely that the resolve to make mental training, not examinational proficiency, the first thing, enables us in the end to advance further and master more; it has still another and even greater advantage, on which I feel compelled to dwell for a moment. The habit of bringing every new fact or hypothesis presented to us into relation with our previous knowledge and experience, observing how far it squares with them, how far it modifies them, what old problems it helps to solve, what new questions it raises, what it presupposes, and what will follow from it,—this is the spirit to which the world's intellectual advance is mainly due. While the contrary habit of eagerly appropriating all that men more learned than ourselves have to tell us, feeling that they are as safe as the Bank of England—and no doubt they are, still—this habit of deferring to authority even when sound, has been one of the greatest drawbacks to the world's intellectual advance. Men who habitually assume this childlike and receptive attitude of mind are like an audience under the spell of a conjuror—they see what he tells them, or think they do, but they see no more; while minds of a more inquiring and critical mould, range freely over the facts and discern what is hidden from those led captive by a great name. I know I am on dangerous ground now, and might easily be misconstrued or misunderstood. I do not, of course, mean that a wise and intelligent man will renounce the aid of experts, and set up as his own doctor and lawyer, any more than he will think of becoming his own tailor and baker; nor that, distrusting the traditions of all mankind, he will attempt *de novo* to construct the fabric of the sciences for himself. I simply mean, that he will not leave other people to do all his thinking for him, because they know more and can think better; but that, in availing himself, as he will do freely and thankfully, of their help, he will avail himself of it simply as aiding, not as superseding or suspending, the exercise of his own powers, be they never so humble. For, by so doing, these powers cannot fail to be strengthened and expand, so as, in all probability, to contribute their quota to extend the bounds of knowledge. Whereas, if not thus exerted, they would become flaccid and dwindle; and knowledge, instead of being advanced, would, so far as that man goes, begin to degenerate into dogma.

A most instructive essay might be written, illustrating by examples how much the world owes to men who, without extraordinary powers, have still dared to think, and had the sublime impudence to take "a free look," as Goethe called it, at everything which nature and human nature presented to them.

I am aware that all I have said so far, must seem to you general, if not vague; and you may say, Granted that the ruling idea in mental culture is the attainment of intelligence as an active principle, and of a clear and orderly arrangement of one's knowledge as a permanent possession: still, when we see the end, by what means are we to realise it? Will any department of human experience and interest furnish a training in thinking, or must we exercise our minds on mathematics or on science or on classics, or will nothing short of philosophy suffice? To such an inquiry I should venture to reply, that any subject can be made a means of intellectual training that admits of intellectual treatment, *i.e.*, of classification and generalization, of the search for causes and reasons, or the ascertainment of effects and consequents. Literature, for example, will not afford an intellectual training, though it may still be a source of æsthetic and moral culture, unless the student criticizes, compares, and analyzes, unless he generalizes the characteristics of an author or an age, seeks out the reasons of effects that all can feel, and so forth. But, when he does this, he may make indefinite intellectual advance by means of literature. And even mathematics and science will not necessarily train the mind, unless studied in the same active and inquiring spirit. It is a simple matter of fact, that all the great divisions of human knowledge—mathematics, science, literature, history—have in the past been the means of training minds of the highest type, and can be so again. Each has its special educational advantages, no doubt, and there is much, very much, to be gained by having some clear and connected ideas about them all. But this is a point upon which we cannot now enter. Minds of different bents will attain intellectual efficiency in different ways, and I only propose to make two or three remarks, which will apply to all.

First, as to the raw material of our knowledge; by which I mean the elementary perceptions and concrete experiences which underlie and form as it were the texture of our study. Since our intellectual activity consists only in ascertaining the relations of these, bringing together facts that agree, and separating those that differ, discovering resemblances in the midst of difference, and grounds of distinction where none were observed before, it is evidently desirable that there should be no vagueness and obscurity in the perceptions and ideas themselves. For many things we are obliged to trust to descriptions and diagrams, but as far as possible it is desirable to be face to face with the fact itself: without it our knowledge is sure to lose in freshness and impressiveness, and our after-thinking is more liable to be pointless and confused. In the training of the young, this is a most important point, and one too often woefully neglected. Children are put to deal with the ideas of things in books without any actual acquaintance with the things themselves. They talk about lbs. and dwts., feet and furlongs, gallons and hogsheads; islands, peninsulas, mountains, and lakes; all sorts of birds, beasts, and creeping things, without any knowledge, not to say familiarity, with the actual realities to which the words correspond. No wonder their minds get thin, fed thus on shadows. For the sake of strong, healthy, vigorous ideas—ideas alive and astir, and with some stamp of reality about them—it is indispensable we should get our material direct from nature herself. But imagination and the understanding are often opposed, as if strength in the one faculty meant weakness in the other; and, no doubt, imagination needs to be controlled—must always be the servant of thought, never the master. But an intellect that is not supported by a strong and lively imagination, will never accomplish much. It is imagination that marshals our ideas in procession before us, while we are seeking to determine some special relation of agreement or difference; and it is evident that the more forcibly and distinctly each is presented, the more various the groups into which they are thrown, the greater is the chance of a successful issue. Yet imagination does but revive and recombine the traces of past sensible experiences: there is nothing in the imagination which has not, at least in its elements, been received through the senses. Hence, as a first step towards a well-ordered mind, it is desirable to secure as vivid and as varied an experience as possible of the facts on which our minds are to be exercised. Anyone who has had to do at all with science-examinations know how ludicrously false are the conceptions of even able students, who have got their knowledge solely from books. But it is not the greater liability to mistake, which this substitution of books for things entails, that I want to insist upon, but the comparative unfruitfulness of such knowledge, due simply to the faintness and unimpressiveness of ideas that have not been derived direct from things. The importance of first-hand impressions is equally great in those cases in which the impressions are not merely perceptions, but already thoughts. It is ten times better to read Shakespeare than to read about him, to hear a great parliamentary debate than to read an account of it in the *Times*.

If we consider sense-knowledge the indispensable raw material of thought, we may call language the indispensable instrument—indispensable, at least, the moment we advance beyond the simplest comparison of things in the concrete. Accordingly, whatever be the subject that interests us, if we are to think to the best purpose about it, we must understand our instrument. As a preliminary to thinking, we must acquire the power to express our thoughts, and, properly pursued, this need be no preparatory drudgery, but itself both interesting and educationally valuable. If I might venture to advise, I should urge every student, whatever his ultimate study may be, to work at English Grammar till he can parse and analyse any sentence that can be given to him; and not to stop at this, but to practise composition till he can at least write English plainly. There is, I believe, nothing which will conduce more to clearness and accuracy of thought than the habit of thinking upon paper; without this, the power to think upon their legs, which so many covet, is an accomplishment of quite doubtful value. When occupied with a book that is really worth study, the old-fashioned plan of summarizing the gist of it in a note-book, though it makes large demands upon our time, is still time well spent. And as to difficulties that may arise, the endeavour to give them definite expression will often bring us one step nearer to their solution, and so, by continually formulating an objection, we may eventually either dispose of it or see clearly where our author has erred. Whereas if we had been too indolent to attempt to embody our difficulty in black and white, it might have remained a stumbling-block to the end, with the inevitable result of multiplying obstacles for the rest of the way.

(*To be continued.*)

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH FEBRUARY TO 15TH MARCH 1881.

Fresh supply received from England.

ENGLISH.	Rs.	a.	p.
Airy's Selections from Addison's Spectator	0	8	0
Pope's Essay on Criticism by Nell	0	8	0
LATIN.			
Cicero's Orations against Catiline, with English Notes. (Oxford)	0	8	0
New editions published.			
MARATHI.			
Godbole's Short History of the Maharashtra, 3rd edition, revised	0	2	6
GUJARATI.			
Lalshankar's Elementary Arithmetic, 3rd edition	0	8	0
Balamitra, Part I. 7th edition	0	12	0
ANGLO-GUJARATI.			
Wells' Páthamálá, or Translation Series. Part V. Edited by Rao Sahib Mahipatram Rupram, 2nd edition	0	8	0
New works published.			
MARATHI.			
Panchatantrasara; or, Fables of Vishnusharma. Adapted from Panchatantra and Moralized by Govind Shankar Shastri Bapat	0	9	0

KANARESE.	Rs. a. p.
Sanitary Primer, translated	0 1 3

Government Publications for sale.

A Short History of Cotton; its Culture, Trade and Manufacture in the Belgaum and Kaladgi Districts. By W. Walton, Esq.	0 12 0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Examinations.

NOTIFICATION.

The subjoined Government Resolution, dated 8th March 1881, Revenue Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th March 1881.

Examinations. No. 1595.

REVENUE DEPARTMENT.

Bombay Castle, 18th March 1881.

Memorandum from the Secretary to the Central Committee for Departmental Examination, No. 48, dated 9th March 1881—Stating, with reference to paragraph 1 of Government Resolution No. 1179, dated 20th ultimo, which removes the restriction of allowing non-graduates only two chances of passing the Lower Standard Examination, that paragraph 4 of Government Resolution No. 6505, dated [illegible]ber 1878, provides that if any probationer (graduate) fails during 18 months' probation to pass the Lower Standard Departmental Examination, he shall be removed from his probationary appointment, that one graduate has been actually removed from his appointment under this Rule, and that in Rule [illegible] the Government Notification No. 826, dated 9th February 1881, [illegible] provided that graduates who have been admitted to the service under Rule II. will be admitted to the Lower Standard Departmental Examination after a period of eighteen months' service, but it is not stated how many chances of passing graduates are to be allowed; observing that it will be seen that there is no limit fixed as to the number of times a non-graduate may appear for the Lower Standard Departmental Examination from April 1879 (the time when the first examination was held under Resolution No. 6505, dated 17th December 1878) up to 31st December 1882, nor has it been laid down how many times a graduate may appear for such an examination after 18 months' service; and soliciting instructions on the subject.

Resolution.—His Excellency the Governor in Council is of opinion that three chances of passing the Lower Standard Departmental Examination may be given to the graduates and non-graduates affected by the Rules published under Notification No. 826, dated February 9th 1881. Any person failing to pass the examination on the third occasion will not be permitted to present himself again for examination. Persons who have already failed twice will be allowed only one more chance of passing, whilst those who have already failed once will be granted two more chances of passing. Any further concession is unnecessary and undesirable. To fail three times argues either incompetency or indolence, and an officer who for either reason is unable to pass the prescribed moderate test after three opportunities has been given of so doing, is unlikely ever to prove an efficient and useful public servant. Graduates who fail to pass the Lower Standard Departmental Examination on the third trial should be removed from their appointments.

2. Collectors should be requested to give all due publicity to the above ruling in their respective districts.

John Nugent,
Acting Secretary to Government.

To the Secretary, Central Committee for Departmental Examination, the Commissioner, N. D., the Commissioner, C. [illegible] the Commissioner, S. D., all Collectors in the N., C. and S. Divisions, the Accountant General, the Survey [illegible]tlement Commissioner, the Director of Public [illegible]struction, the Educational Department of the Secr[illegible]iat, the Judicial Department of the Secretariat.

[illegible]s and Gratuities.

N[illegible]0.

Financial Department.

Bombay Castle, 12*th February* 1881.

Letter from the C[illegible]mmissioner of Customs, Opium and Abkari, No. 5395, d[illegible] December 1880—Stating, with reference to Gove[illegible]tion No. 4187, dated 26th November 1880, [illegible]or the delay in the submission by Heads of Offices [illegible]nsion-papers to the Accountant General; and offering suggestions with a view to remedy the evil. Memorandum from the Accountant General, No. P.—18293, dated 2nd February 1881.

"The undersigned has the honour to report that it is already the duty of the officer concerned to see that his own Service-Book is properly kept up, *vide* Section 82, Rule 7, page 49 of the Civil

Pension Code, Fourth Edition, and that it is also the duty of the head of every office to ensure that not only the service of his subordinates in his own office is duly entered in their Service-Books, but that all previous service is also recorded when it can be conveniently done—*vide* Government of India, Financial Department, letter No. 1416, dated 28th April 1875, embodied in Government Resolution, Financial Department, No. 1922, dated 12th June 1875. The Commissioner of Customs, Opium and Abkari proposes to make compulsory what the Government of India have left to the discretion of Heads of Offices. To rigorously verify the service of every officer, not excepted by rule, now in Government employ, would involve a certain amount of unnecessary labour, as only a percentage of employés qualify for pension. But it would not be inadvisable to require that every officer who, under Code rules, has to keep a Service-Book, should himself produce evidence of all his former service (which he generally possesses in the shape of certificates, &c.), which service should then be recorded and verified in due course within six months of his retirement from the service, in accordance with Section 83, Rule 1, page 50 of the Civil Pension Code. Every officer should also be warned that it is his duty to complete the book, including all record of former service. Further precautions do not seem requisite.

RESOLUTION.—Copy of the Accountant General's Memorandum, in which Government concur, should be forwarded to all Departments of the Secretariat and all Heads of Offices for information and guidance in continuation of Government Resolution No. 4187, dated 26th November 1880.

JOHN NUGENT,
Acting Secretary to Government.

Memo.

Published for the information of Educational Officers in the Central Division.

T. WADDINGTON, Colonel,
Educational Inspector, C. D.

Poona, Office of the Educational Inspector, C. D.,
March 31*st* 1881.

Examinations.

NOTIFICATION.

The subjoined Government Resolution No. 1766, dated 25th March 1881, Revenue Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st *March* 1881.

Examinations.

No. 1766.

REVENUE DEPARTMENT.

Bombay Castle, 25th March 1881.

Memorandum from the Secretary to the Central Committee for Departmental Examination, No. 58, dated 18th March 1881—Stating, with reference to Government Resolution No. 1373, dated 8th idem, that Mr. Náthábhái Dájibhái Patel, Shirastedár and Head Clerk to the Special Settlement Officer, Baroda, appeared for the special Lower Standard Examination in October last but did not pass, having failed to obtain more than half the minimum number of marks required to pass the examination: Soliciting instructions whether Mr. Náthábhái should be admitted to the Higher Standard Examination, and, if the effect of Rules 6 and 8 of the rules prescribed by Government Notification No. 826, dated 9th February 1881, be to exempt officers holding the appointments enumerated in the former rule from the necessity of passing the Special Lower Standard Examination, enquiring whether the standard for the Higher Standard Examination ought not to be raised as contemplated in the paragraph 2 of Government Resolution No. 6505, dated 17th December 1878; and suggesting that the minimum aggregate number of marks required to pass the Higher Standard Examination be fixed at 60 per cent. of the total number of marks, and the minimum required to pass in each subject at 50 per cent. as in the case of the special Lower Standard, and that a special paper be added to the ordinary Higher Standard Examination.

RESOLUTION.—The Secretary to the Central Committee for Departmental Examination should be informed that he apparently has not rightly apprehended the intention of Government in passing their Resolution No. 1373, dated the 8th instant, or the effect of Rules VI. and VIII. published in Notification No. 826, dated February 9th last. In Government Resolution No. 632 of February 5th, 1880, it was ruled that it would be sufficient for Awal Ḳárkuns and Mahálkaris to pass the Higher Standard Examination under the new rules, but no similar order has been passed in respect of the seven other classes of officers enumerated in Rule VI. It was not intended by the two Rules above referred to to exempt officers in those seven other classes from the necessity of passing the special Lower Standard Examination before they presented themselves for Examination according to the Higher Standard Rule VI. merely declared what were the appointments which were to be held to qualify their holders for promotion to Mámlats, and Rule VIII. prescribed as one of the essentials to promotion to a Mámlat the passing of the Higher Standard Examination. That Examination must be passed in due course after passing the Lower Standard Examination, save in the case of Awal Kárkuns and Mahálkaris who as previously ruled may pass the Higher Standard direct without first passing the Lower Standard Examination.

2. The effect of Government Resolution No. 1373 of the 8th instant is simply to place Mr. Reid's Shirastedár on the same footing as an Assistant Collector's Shirastedár under Rule VI., and to qualify him for promotion to a Mámlat hereafter when he has passed both the Departmental Examinations, provided he passes the second and Higher Standard Examination before December 31st, 1882.

3. In the case of officers permitted to appear for the Higher Standard Examination without first passing the special Lower Standard Examination the standard should be raised in the manner suggested by Mr. Pandit. The minimum aggregate number of marks required to pass should be 60 per cent. of the total: each candidate must obtain 50 per cent. of the marks in each subject, and a special paper should be added, corresponding to the special paper set in the Lower Standard Examination.

JOHN NUGENT,
Acting Secretary to Government.

To the SECRETARY to the CENTRAL COMMITTEE for DEPARTMENTAL EXAMINATION, all COLLECTORS in the N., C. and S. DIVISIONS, the three DIVISIONAL COMMISSIONERS, the ACCOUNTANT GENERAL, the SURVEY and SETTLEMENT COMMISSIONER, the DIRECTOR of PUBLIC INSTRUCTION, the EDUCATIONAL DEPARTMENT of the SECRETARIAT, the JUDICIAL DEPARTMENT of the SECRETARIAT, the SPECIAL SETTLEMENT OFFICER, BARODA.

(Copy of the Government Resolution referred to above.)

Appointments. No. 1373.

REVENUE DEPARTMENT,
Bombay Castle, 8*th March* 1881.

Letter from the Special Settlement Officer, Baroda, No. 25, dated 24th February 1881—Requesting that, as a special case, the appointment of Náthábhái Dájibhái Patel as Shirastedár and Head Clerk in his office may be considered as equivalent to that of Shirastedár to an Assistant Collector, and that he may be declared to be entitled to the benefit of Rules VI. and VIII. of the modified rules published under Government Notification No. 826, dated 9th February 1881.

RESOLUTION.—The request of the Special Settlement Officer, Baroda, is reasonable and may be complied with.

JOHN NUGENT,
Acting Secretary to Government.

To the SPECIAL SETTLEMENT OFFICER, BARODA, the ACCOUNTANT GENERAL, the COMMISSIONER, N. D., the SECRETARY, CENTRAL COMMITTEE for DEPARTMENTAL EXAMINATION.

Advances.

NOTIFICATION.

The subjoined Government Resolution No. 1038 of the 21st March 1881, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
2nd April 1881.

Advances. No. 1038.

FINANCIAL DEPARTMENT.

Bombay Castle, 21st March 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 1075, dated 9th March 1881:—

"The Governor General in Council has empowered every officer who is not lower in rank than the principal district officer in the department concerned, to grant to an officer under orders of transfer an advance not exceeding one month's pay, and also not exceeding the amount of expenditure which he is likely to incur by reason of his transfer. Such an advance should be notified upon the officer's last-pay certificate, and recovered from the salary of the officer in three equal instalments."

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat and all Heads of Offices under those Departments.

JOHN NUGENT,
Acting Secretary to Government.

To the ACCOUNTANT-GENERAL; the REVENUE and GENERAL DEPARTMENT of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to all HEADS of OFFICES under those DEPARTMENTS).

Public Service Certificate Examination.

NOTIFICATION.

The "Sanitary Primer" prescribed for the 1st and 2nd grade Public Service Certificate examinations will be treated as a separate heading, with a maximum of 50 marks.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
5th April 1881.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16th FEBRUARY TO THE 15th OF MARCH 1881.

17th February 1881.—One year's leave, without pay, is granted to Mr. H. B. Jambhekar, Fifth Assistant Master (Marathi Side), Belgaum High School.

17th February 1881.—Mr. M. S. Nagarkar is appointed substantive *pro tem.* Fifth Assistant Master (Marathi Side), Belgaum High School, until further orders.

17th February 1881.—Twenty days' leave, on private affairs, is granted to Mr. N. B. Limaye, Vice-Principal, Training College, Poona.

17th February 1881.—Mr. Ravaji Moreshwar Deokule, Mathematical Tutor, Poona Training College, is appointed Acting Vice-Principal in the same college, during the absence of Mr. Limaye.

17th February 1881.—Mr. Balaji Abaji Bhagavat is permitted to resign his acting appointment as First Assistant Master, Kalyan English School.

17th February 1881.—Mr. Pralhad Narayen Jog, Second Assistant Master, Satara High School, is appointed substantive *pro tem.* First Assistant Master, English School, Kalyan.

17th February 1881.—Mr. Mahadeo Shivaram Apte is appointed substantive *pro tem.* Second Assistant Master, Satara High School.

17th February 1881.—Mr. S. S. Pathak is appointed substantive *pro tem.* Fifth Assistant Master (Marathi Side), Belgaum High School.

17th February 1881.—Mr. L. C. Bapat is appointed substantive *pro tem.* Seventh Assistant Master, Nasik High School.

21st February 1881.—Mr. B. R. Naregat is appointed substantive *pro tem.* Sanskrit Teacher in the Belgaum High School.

22nd February 1881.—Sick leave for a month and a half is granted to Mr. R. V Divgikar, B. A., Acting First Assistant Master, Karwar High School.

23rd February 1881.—Mr. Prabhakar Ballal Limaye is appointed Agricultural Teacher in the Sholapur High School.

28th February 1881.—Mr. Balkrishna Narbheram Purani is confirmed as Second Assistant Master in the Navanagar High School.

28th February 1881.—Mr. Harilal H. Dhruv, B.A., is appointed Eighth Assistant Master, Surat High School.

28th February 1881.—Mr. M. N. Mehta, B.A., is appointed substantive *pro tem.* Sanskrit Teacher in the Ahmedabad Training College.

28th February 1881.—Mr. C. H. Pandya, B.A., is appointed substantive *pro tem.* Fourth Assistant Master, Rajkot High School.

28th February 1881.—Mr. Gopalji G. Desai, B.A., is appointed substantive *pro tem.* Fifth Assistant Master in the Rajkot High School.

2nd March 1881.—Twenty days' privilege leave (on the ground of urgent necessity) is granted to Mr. Wasudeo Pandurang Virkar, Fifth Assistant Master, Jagannath Shankarshet First Grade Anglo-Vernacular School, Bombay.

3rd March 1881.—A month's sick leave is granted to Mr. N. B. Godbole, Sanskrit Teacher in the Elphinstone High School.

4th March 1881.—Mr. D. M. Pandit, F. A., is appointed substantive *pro tem.* Sanskrit Teacher, Kalyan English School.

5th March 1881.—Six days' privilege leave is granted to Mr. Kashinath Govind Karmarkar, First Assistant Master, Barsi First Grade Anglo-Vernacular School.

8th March 1881.—Mr. Ramchandra Balal Joglekar, Head Master, Vernacular School, No. II., Poona, is appointed Acting Assistant Deputy Inspector, Poona.

11th March 1881.—Mr. G. S. Bapat is appointed Acting Sanskrit Teacher in the Elphinstone High School, *vice* Mr. Godbole, on leave.

11th March 1881.—Mr. Gopal Ramchandra Khandekar, F. E. A., is appointed Assistant Sanskrit Teacher in the Elphinstone High School, *vice* Mr. Bapat, promoted.

12th March 1881.—Mr. Anant Mahadeo Bhalerao is permitted to resign his appointment as Acting Thirteenth Assistant Master in the Poona High School.

12th March 1881.—Mr. Ramchandra Kesheo Alekar is appointed Acting Thirteenth Assistant Master in the Poona High School, *vice* Mr. Bhalerao, resigned.

12th March 1881.—Mr. Mahammad Jafar Mukhlisali is appointed Acting Persian Teacher in the Narayen J. High School, Karachi.

12th March 1881.—Mr. Ali-Kuli Fredunbeg Mirza is appointed Acting Persian Teacher in the Hyderabad High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd March 1881.

Bombay Educational Record.

No. 5.] MAY 1881. [Vol. XVII.

THE MONTH.

The number of pupils on the rolls of Government and aided schools and colleges in the Punjab at the end of March, 1880, was 100,402, or 4,167 less than in the preceding year. The causes assigned for this decrease are—high prices and activity in the labour market due to the war; sickness; and the reduction in the income of the Educational Department.

In abolishing the Wards' Institution in Calcutta, the Lieutenant-Governor of Bengal has given the following directions for the education of the Wards:—" As regards the future general policy for the education of minors under the Court of Wards, the Lieutenant-Governor does not think it necessary to lay down any hard-and-fast rule. He is entirely opposed to the wards being educated at their own homes, and considers it essential that they should be separated from the evil influences of the zenana and zemindari amlah, and be sent to the best school in their own or some neighbouring district. The boys of the Presidency Division might perhaps be sent to the Kishnaghar or Berhampur College, those of the Dacca Division to the Dacca College, those of the Rajshahye and Cooch Behar Division to the Rajshahye College or the Rangpur High School, those of the Orissa Division to the Cuttack College, and those of Behar to Bhagalpur, Arrah, or Patna, or, where the zillah school is good, and proper arrangements can be made for the custody of the wards, they might be at first sent to the zillah school. The Board should arrange, in communication with the Director of Public Instruction and Collectors, the course best to follow in each case, looking to the age and present proficiency of each ward. Arrangements might perhaps be made for placing a few wards at each large station under the general charge of an officer of the Educational Department, in the manner suggested by Mr. Croft, private tutors being also allowed where funds are available, and a ward's education requires this. The Board will see that in every instance as much care and consideration is given to the arrangements for a ward's education as is given to the efficient and economical management of his property, and that the Collectors take an active interest in the welfare and education of the wards belonging to their district, or being educated in their district."

IN a recent lecture on the care and education of the eye, delivered before the National Health Society in London, Mr. Henry Power, Senior Ophthalmic Surgeon at St. Bartholomew's Hospital, said :—"In the rural schools of Germany it was found that only about 1 per cent. of the children were myopic; but in the schools immediately above these, from 5 to 11 per cent. of the boys, and 10 to 24 per cent. of the girls, were short-sighted; ascending in the educational course, of those in the Royal Schools the percentage rose to between 20 and 40; while in the gymnasia the myopic formed 30 to 55 per cent. of the scholars. In the German Universities it was still worse—64 per cent. at Breslau, 75 per cent. at Magdeburg, 80 per cent. at Erlangen, and 100 per cent. at Heidelberg, being classed as myopic. With regard to these figures, it must be borne in mind, however, that there were degrees of short-sightedness. There was nothing like this extent of myopia in England. Of a large number of patients who came to him daily, very few were myopic; but education was not so widespread in this country as in Germany, as the enormous difference in the percentage of army recruits in the two countries able to read and write plainly showed. Mr. Power then pointed out the precautions which should be taken to prevent an overtaxing of the eyes, showing specimens of type, and remarking on the importance of spacing, length of line, quality of paper, and the necessity of providing a good light, which should come from above the student's head. With regard to sewing, he said a word against the practice of making children take very small stitches, and lastly urged as of the highest importance a sufficiency of rest. In many cases, he thought, the work exacted on a Sunday from boys and girls should be greatly diminished. As the sight began to change in later years, people should get books printed in a large type, and not delay too long to use the lower powers of glasses."

THE first of a series of three lectures on "Colour-Blindness, and its Influence upon various Industries," was lately delivered by Mr. R. Brudenell Carter, at the rooms of the Society of Arts, London. In his introductory remarks, the lecturer observed that colour-blindness affected more than 4 per cent. of the whole male population of civilised countries, and that it affected certain classes in a still greater proportion. There were in Great Britain, he said, about 9,200 engine drivers, and of those about 400 were colour-blind, their employment being a never-ending source of peril to others.

Having pointed out that red and green are essential for signalling, and that they are the very two with regard to which the colour-blind fall into most confusion, Mr. Carter proceeded to explain, with the aid of experiments, the nature of colour-vision generally, the composition of solar light, the prismatic spectrum, the invisibility of certain elements of the spectrum to the colour-blind, and other divisions of his subject. To one class of the colour-blind, he remarked, the world was a black-and-white exhibition; while another class were insensible to one of the three primary colours, generally to either red or green, occasionally to violet; and these people saw colours differently from others, because they lost in every mixture the effect of one of the elements which enter into its composition.

WE give below an interesting table showing the number of Primary Boys'-schools, Government, Aided and Inspected, in Bengal, the North-West and Oudh, the Central Provinces, the Punjab, Bombay and Madras. In the Bombay and Bengal Presidencies the number of pupils in these schools at the end of March, 1880, was rather more than 1 per cent. of the population. In the Central Provinces it was less than 1 per cent. In Madras a little more than ½ per cent. In the North-West and the Punjab it was less than one-half per cent. In this respect, then, Bombay and Bengal must be bracketed first. But the proportion of schools to population is more than three times as large in Bengal as in this presidency; on the other hand, the average number of boys in a Bombay primary school is more than three times as large as in an average school in Bengal. The Bengal average of pupils is 17, a number indeed so extremely low, that there must be an enormous waste of teaching-power. It seems fair to assume that there are some hundreds of schools in the province that contain no more than 10 pupils each. It may further be noted that out of a total of 35,258 primary schools in Bengal, only 10 are Government institutions, the rest being either aided or inspected schools. In this presidency five-sixths of the primary schools are wholly maintained and controlled by Government. To compare these small beginnings with the elementary school-system in the British Isles would of course be misleading, the conditions of India and England being in many respects widely different. But the comparison may serve to show how far Bombay, with nearly the same population as England and Wales, may hope some day to go in the education of the masses; and we therefore quote the English statistics in the table.

PROVINCE.	Total Area in Square miles.	Population.	No. of Primary Schools for Boys.	No. of Scholars in Primary Boys' Schools.	Proportion of Primary Schools to Area.	Proportion of Primary Schools to Population.	Proportion of Scholars to Population.	Average number of pupils in each School.
† Bengal	151,129	60,623,270	35,253	618,452	1 to every 4 sq. m.	1 to every 1,719 of pop.	1 to every 98 of pop.	17
† N.-W. Provinces and Oudh	105,767	43,028,360	5,773	201,876	1 ,, 18 ,,	1 ,, 7,453 ,,	1 ,, 213 ,,	34
† Central Provinces .	84,208	8,173,824	1,253	71,186	1 ,, 67 ,,	1 ,, 6,523 ,,	1 ,, 115 ,,	56
† Punjab	107,010	17,611,498	1,527	84,543	1 ,, 70 ,,	1 ,, 11,533 ,,	1 ,, 208 ,,	55
†Bombay { including Sind .	186,874	22,400,125	4,341	227,107	1 ,, 43 ,,	1 ,, 5,160 ,,	1 ,, 98 ,,	52
†Bombay { excluding Sind .	137,067	20,207,710	4,123	214,050	1 ,, 33 ,,	1 ,, 4,901 ,,	1 ,, 94 ,,	52
* Madras	139,191	31,308,872	8,426	192,256	1 ,, 15 ,,	1 ,, 3,714 ,,	1 ,, 162 ,,	22
† England and Wales	58,320	22,712,266	17,166	3,710,883	1 ,, 3½ ,,	1 ,, 1,323 ,,	1 ,, 6 ,,	216

* The School-returns for Madras are for 1878-79, no later ones having yet been received.

† The School-returns are for 1879-80.

MENTAL CULTURE.

(Concluded from p. 88.)

But while such a mastery of the grammar and structure of our own language as will ensure a fair facility in composition is a requisite of intellectual culture, a knowledge of other languages is in no sense necessary to this end. Not only so, but all the advantages of the study of literature are well within the reach of those who know no language but English. Still, other languages may be made a medium of mental culture, if studied as the classical languages are supposed to be in our schools and universities; but the mental discipline afforded is very small, if other languages are learnt as modern languages are usually taught. For the aim of a teacher of French, German, or Italian, in nine cases out of ten, is to give his pupil such facility in the use of the language as will suffice to cash a bill, or secure a mutton chop,—not a training in grammar and composition as mental exercises; and this simply because, in nine cases out of ten, it is not intellectual exercise, but some ability in the use of the new language, that the pupil wants. If he apply himself for a sufficient time, and with due diligence, he may succeed in thus acquiring some knowledge of two or three languages; but, intellectually, he need not have advanced at all. But had he spent the same time in pondering Plutarch's Lives, or Shakespeare's Plays, or Mill's Political Economy, or upon an elementary course of Experimental Physics, he could hardly have failed in the end to be a better thinker. As a means to an end, such study of another language may be justified; but when that end is the intellectual training the literature of that language is to afford, it certainly behoves the student to consider that, unless he attains a very considerable mastery of the language, the literature would do him much more good in translations. There is no case, I think, in which it is more incumbent upon those who know to urge intending students to count the cost, than in this. To get half-way is worse than nothing; it is nearly as bad as jumping into a ditch, instead of landing safely on the other bank.

I have spoken of securing the raw materials of thought, and mastering the instrument of thought. I would just add a word as to actual practice in thinking. The science which treats of the general structure and process of thought, without regard to what is thought about,—of so much of thinking as is common to all thinking whatever,—is Logic. And as I believe all students, whose first and chief aim is intellectual efficiency, should give *some* time to English composition, so I think they should also give some time to logic. In power to analyze a thought, and sift arguments, the man who has mastered even so elementary a book as Prof. Jevons's Lessons in Logic, has an immense advantage over one, otherwise his equal, but ignorant of logic; just as one who can dissect and compose sentences has an advantage in the

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expression of his thought over another ignorant of grammar and composition. Logic is a subject which, in modern times, has fallen into most undeserved neglect—undeserved, *i.e.*, so far as the subject goes, though a neglect justly merited by the extravagant pretensions of the mediæval logicians. Logic is not a substitute for knowledge, any more than a pudding-mould is a substitute for a pudding, or a map of the way a substitute for a journey. But it is at least as useful in giving direction and form to our knowledge as maps and pudding-bowls in the cases supposed. But, above everything, a course of logical exercises or problems is good as a training in thinking. Like drill before a battle, they will train the thinker in just those essential points of form and procedure which, in the heat and interest of a hard tussle for the truth, he will else run every danger of neglecting.

And now to resume, in the briefest possible space, all I have said. The intending student who purposes to cultivate his mind, must consider that, to gather in knowledge like the busy bee, will not suffice for mental culture; for knowledge has not to be stored like honey, but assimilated like food. The point about food assimilated is, that whatever it may have been before—fish, flesh, fowl, or good red-herring—it becomes *me*, when I eat it: it may have sported on the Dogger Bank yesterday, but to-morrow it must go "the Trumpington Grind." But there are some creatures that gorge, like cormorants, and yet assimilate nothing; all they eat goes to fatten wens, or cancers, or parasites; they do but fetch and carry while others batten on them. You see, then, the importance physiologically, of keeping that life healthy without which the food you eat will not benefit *you*, but at best make you a substitute for bread and cheese to somebody else. There is also a physiology of the mind. Here, too, the life is the chief thing, without which knowledge will but degenerate into unsightly excrescences, at best standing to others in place of books, as blind and dumb, but neither so clear nor so accurate. Take care of this life, then, and knowledge will take care of itself. In the mental world, at any rate, there is no lack of food. It is the digestion and assimilation that are weak. Therefore, I say, let your chief anxiety be to understand and think. Never mind, though at first you learn little, and seem to make but small advance. Healthy growth is always very gradual work. *Festina lente*, make haste slowly, is the sound maxim here. Only by thinking every inch of your way, only by thoughtfully employing what you already know to help you to master the unknown, will your mind be of a piece, as truly organised and fitted to discover, invent, and create, in the world of science, art, and literature, as your limbs are organised and fitted to shape and build in the factory or the workshop.

Now, of course, there is somebody here saying or thinking that I have overshot the mark As a matter of fact, our sober friend reflects, not one man in a hundred ever does discover a new truth, invent an improved process, or display any creative wit or fancy, any really original humour. I grant all this, my friend. Not one man in a hundred ever *does*, because not one man in a hundred has been set to think, or acquired the habit. I only say many men in a hundred might attain that liveliness of ideas, that power of making ever new combinations, following out faint suggestions of analogy and resemblance, from which spring the sallies of wit, flights of fancy, splendid inventions, and masterly generalisations, that distinguish and adorn original minds. There was a time when few could swim, though surely all could learn who chose to get into the water and try. At present, it is true, few men can do anything deserving the name of thinking, but then few seriously and systematically make the attempt. It is partly through indolence, but an indolence that shelters itself under the cloak of our sober friend. But if psychology teaches anything, it teaches this,—that mental flexibility and vigour can be acquired by practice, as surely as manual dexterity and strength of muscle. Nobody, surely, will understand me to mean, that it is in *any* man's power to reach by practice and perseverance to such a wealth of mental resource, as to be reckoned among the great of his generation when his day's work is over. Yet I do believe that many a great man is lost to the world as surely as many a great tree is lost to the forest, because trampled down and choked by underwood before it had a chance to raise its head. Still, all I contend for now is, that just as all may learn to swim, though few can swim like Captain Webb or Miss Beckwith, so all can become philosophers in bent and habit, though not all can evolve philosophies—and not all, let us hope, will try. But what I mean by philosopher, you will be able to infer, I trust, from what has been the burden of my remarks to-night. He is also succinctly described in these words of one of the humblest, wisest, and most independent of men, Michael Faraday. "The philosopher," says Faraday, "should be a man willing to listen to every suggestion, but determined to judge for himself. He should not be biassed by appearances; have no favourite hypothesis; be of no school; and in doctrine have no master. He should not be a respecter of persons, but of things. Truth should be his primary object. If to these qualities be added industry, he may hope to walk within the veil of the temple of nature." Let the intending student work in this spirit, and he too shall grow to a philosopher and have a philosopher's reward.

AN HISTORICAL SKETCH OF ENGLISH PENMANSHIP.

By F. Howard, A. K. C.

It is a common observation, that there is, when the matter is duly considered, something wonderful in the art of Writing. That sounds and words, which naturally appeal only to the ear, should, by the aid of a few arbitrary characters, be intelligibly represented to the eye, and that we should be enabled, in this way, to record and perpetuate our thoughts for our own benefit, and for the benefit of others, is an invention which probably nothing but familiarity with it prevents us from recognizing as very remarkable; and which, to this day, the simple unlettered savage regards as little short of miraculous.

In the present Historical Sketch of English Penmanship, it will not fall within my purpose to trace, *ab initio*, the general history of the art, from Picture-Writing—that is to say, from the rude pictorial representation of objects, which was man's first attempt at writing—to Hieroglyphics, and from Hieroglyphics to the formation of regular and systematic alphabets. The question is a very interesting one—

"Whence did the wondrous mystic art arise,
Of painting speech, and speaking to the eyes,
That we by magic lines are taught
How to colour and embody thought?"

But the enquiry would lead us too far afield, and would, in fact, more than furnish materials for a separate paper in itself. To confine our attention to the history of Writing, so far as it concerns our own country, it would appear, from the best evidence that can be collected on the subject, that the Britons had no knowledge of the use of letters previous to their intercourse with the Romans, nor was writing much practised among the Saxons till after the coming of St. Augustine, who, when he introduced Christianity into this island, brought over once more the Roman language, and the Roman formation of the alphabet. The earliest writing known in this country is thus distinctly of Roman origin, the so-called British and Saxon letters turning out on examination to be nothing but debased and barbarized forms of Roman characters.

A similar account may, indeed, be given of the other European styles of writing, several of which at successive periods found their way to this country, notably the Lombardic with its variety of strokes, the Norman, which was introduced into England by William I., and from which were derived the Court Hand, the Chancery Hand, the Secretary Hand, and the present Law Hand; also the Gothic, which came over from Germany, with the invention of printing, and was, in fact, the Black Letter of Caxton and the early printers; the Italian, adapted from the new type invented at the Renaissance in Italy in the 15th century, in which the stiff, angular letters of the Gothic became modified and changed into the rounded, leaning characters we are familiar with under the name of *Italics*. This improved style of writing was introduced into England in the reign of Elizabeth, and is, in effect, the kind of writing we now practise. All these various "national hands," not to mention others, can be traced through successive changes up to their Roman prototype—most of them being corruptions and deteriorations of the original, with the exception of the Italian, the flowing lines and graceful turns of which were a distinct advance in elegance of form, being more strictly in accordance with the truest principles of art.

The early history of writing in this country, previous to the invention of printing, is chiefly interesting to us in connection with the writing of books, and the transcription and illumination of MSS. Originally employed for religious purposes in the production of missals, copies of the Gospels, and the Records of the Church, the caligraphic art was at first confined to the monasteries and other religious houses. The monks, however, if they were the original Penmen, cannot be said to have possessed a monoply of the art, and some sorts of books, as "Absies" and early instruction-books for children, were never written by them. As soon as the troublous times of the middle ages allowed it, there arose a demand for all kinds of books—for laity as well as clergy. Alongside of the *Scriptorium* grew up a trade of book-writers, public scribes—*librarii*, as they were called,—who, as the demand for books increased, became an important body, embracing several distinct classes of workmen. To secure speed, accuracy, and cheapness, great subdivision of labour was adopted. One set of workmen ruled the parchment, another wrote the large or small text, another only painted in the plain initials, another the illuminated capitals, while the highest artists of the period were engaged upon the whole page illuminations.

With the invention of Printing came a revolution in the art of Writing. One of the earliest effects of this great discovery was the gradual disappearance and extinction of the craft of public writers and copyists, and the consequent decay of handwriting generally. A subsequent invention, however, once more succeeded in restoring fair writing to a flourishing condition—that of Engraving,—an art which, first perhaps applied to the working off from copper plates of portraits and figures, was very soon employed in the reproduction of letters—and that, too, with an accuracy almost equal to that of the pen itself. So congenial an art as this, when once discovered, could not fail to give a powerful impulse to the spread of handwriting, and to become one of the principal means of carrying it on to those triumphs which it afterwards achieved. Under these circumstances arose a new race of writers, calling themselves *Penmen*, who were engaged, not in the copying of books and MSS., but in the public teaching of writing as the medium of correspondence and transacting business. These not only taught writing, but also published a number of books on that subject, some of which are of a high order of merit. To the invention, therefore, of Engraving, we owe these two things—the professional Writing-Master, and the School-Copybook. A few copybooks, it is true, were known before this time, printed from wooden blocks; but they were of no particular merit, and were at once superseded as soon as the engraved copybook made its appearance.

It may, perhaps, be worth while mentioning that many of the original writing-masters were themselves engravers, and even where that was not the case, the engraver employed in the production of these copy-books almost invariably worked under a Professor of Writing, and from specimens supplied by him. Whatever merit, therefore, there may be in these plates, is due as much to the writing-master who devised them, as to the craftsman who simply carried out his instructions and imitated his copies. Yet, excellent as some of these examples of the engraver's art really were, they could never compete in neatness and finish with the work of the pen. Engraved writing was, after all, but a substitute for the real thing. There was a marked difference between the two. This much is admitted by some of the engravers themselves,—notably by one John Sturt, who, contrary to the common belief which attributes a superiority to engraved books over those that are written, is candid enough to confess—although the confession tells against himself—that the graving tool, which does its work only by slow and repeated strokes, can never rival the strength and ease of the pen, which performs its office with one bold, free touch There is a certain rigidity and stiffness about the engraved letter, while the written character is marked by an easy elegance.

The first, and certainly the most famous of all these Penmen, was Peter Bales, born in 1547. While a student at Oxford, he early gave evidence of that skill in the use of the pen, which, first taken up merely as a diversion, became at length a profitable occupation. Being dexterous in the dangerous art of imitating handwriting, he was employed, under Sir Francis Walsingham, as an agent in the fabrication of those garbled letters, so often referred to in the trial of Mary Queen of Scots. Between Walsingham and the Papists it was war *à l'outrance*, plot and counterplot, diamond cut diamond. It was fair enough, no doubt, in a contest of this kind, to entrap conspirators into furnishing evidence against themselves, or making disclosures of their designs, but it is quite another thing to produce, in solemn court, documents deliberately forged or tampered with. But, in the nature of things, we can never know the full truth of this matter. The charge of forgery was made and denied, and there we must leave it. As far as Bales was concerned, he seems to have been but scantily rewarded for his services, whatever they were, for we find him shortly afterwards in necessitous circumstances, opening a school near the Old Bailey, London, where some of the best citizens sent their children to be educated. There is reason for believing this to be the first instance on record, of the establishment of a Private School. Here he wrote his work entitled, "Writing Schoolmaster, in Three Parts," a work much celebrated in its day, but which, if it has not entirely disappeared, has at least become a very rare book. It is difficult to say where a copy of it is now to be found.

Bales was the inventor of Shorthand, or, at any rate, the first to make it practicable, and to teach it publicly. The third part of his "Writing Schoolmaster," is said to treat of this subject. He called it "Brachygraphy, that is, to write as fast as a man speaketh treatably." His skill as a writer was attested on two several occasions, when he won in public competition the prize of a golden pen of the value of twenty pounds, and that of the arms of Caligraphy—azure a pen or. He had, therefore, a double claim to that "dignity of the golden pen," which is referred to by old writers, and which seems to have been as much coveted as the blue-ribbon of the turf of the present day. In token of the prize which he had thus won, and which, after some dispute, was awarded him, he set up over his school the sign of "The Hand and Golden Pen," which became from that time the recognised and adopted sign of all writing masters. But, perhaps, his greatest feat in penmanship was the present he made to Queen Elizabeth of a remarkable specimen of minute writing, set in a ring of gold, which contained in the compass of a silver penny more things than would fill several ordinary pages.

Another famous writing-master was Edward Cocker, a very ingenious penman and engraver, who was born in London 1631. He is justly reckoned among the improvers of the art of Writing, having published some fourteen or fifteen copy-books, engraved by his own hand, one or more of them on silver plates. It has been questioned whether the use of these plates by Cocker was anything but an eccentricity on his part, intended to serve no higher purpose than to raise curiosity and to set people talking; but, considering that it was by no means an uncommon thing in those days for engravers to employ silver, where neat and fine workmanship was required, the insinuation may be dismissed as an unworthy piece of detraction. The following passages from "Pepys' Diary," which speaks in no unfavourable terms of Cocker's performance as an engraver, fully bear this out:—

"8 Aug. 1664. Abroad to find out one to engrave my tables upon my new sliding rule in the silver plates; it being so small, that Browne, that made it, cannot get one to do it So I got Cocker, the famous writing-master, to do it, and I set an hour by him to see him design it all; and strange it is to see him, with his natural eyes, to cut so small at his first designing it, and read it all over, without any missing, when for my life I could not, with my best skill, read one word or letter of it; but it is use. He says that the best light for his life to do a very small thing by, contrary to Chaucer's words to the sun, 'that he should lend his light to those that small seals grave,' it should be by an artificial light of a candle, set to advantage as he could do it. I find the fellow, by his discourse, very ingenious; and, among other things, a great admirer of, and well read in the English poets, and undertakes to judge of them all, and that not impertinently."

"11th. Comes Cocker with my rule, which he hath engraved to admiration for goodness and smallness of work; it cost me 14s. the doing."

"3rd Oct. Comes Mr. Cocker to see me, and I discoursed with him about his writing and ability of sight, and how I shall do to get some glass or other to help my eyes by candlelight; and he tells me he will bring me the helps he hath, within a day or two, and show me what to do."

From these extracts it will be observed, that Pepys does not speak of Cocker as an arithmetician, as it has since been the custom to designate him, but as "a famous writing-master." His reputation as an arithmetician, which has given rise to the proverb, "According to Cocker" was a posthumous reputation. The work on Arithmetic, which has given to his name so wide a celebrity, was not published till after his death, by one John Hawkins, a writing-master of St. Stephen's, Southwark. This work, which became a universal text-book, and long served as the model on which similar treatises were formed, passed through some sixty editions or so—a thing almost unprecedented in those days. The fifty-fifth edition is to be seen in the "Dyce Collection," at South Kensington. I may mention, also, that a small portrait in oil of Cocker is placed in the National Portrait Gallery.

(*To be continued.*)

ON THE TEACHING OF ENGLISH LITERATURE IN MIDDLE-CLASS SCHOOLS.

By H. Courthope Bowen, M.A.

If we were to inquire, in any hundred English schools taken at random, whether *Literature* formed a part of the regular school course, I think we should get positive, very positive, answers in the affirmative from at least ninety-nine. And yet I am prepared to maintain that at least ninety-eight of the ninety-nine answers would be wrong. There are hardly any schools in England, in which Literature, *used as literature*, forms any part of the regular education. Works in many languages, by many famous writers—in Latin, in Greek, in French, in German, and frequently in English—are indeed employed in almost every school above the rank of an infant-school. But employed how? As lay-figures for lessons in vocabulary, in construction, in philology, in antiquarianism, and all the rest of Dryasdust's pet subjects: but as lessons in thought and imagination, in the art of expression, in the beauty and power of speech, never, or very nearly never. I am very far from wishing to deny that the lessons usually given on Latin and Greek authors and the rest, are of use. I would even allow that they are of great use. But what I assert is, that they are not lessons on *Literature*.

What then, I shall be asked, what then *are* lessons on Literature? and what good do you think them likely to do? To answer these questions, with a special view to the use of English Literature in Middle-Class Schools, is the object of my paper this evening.

By the study of Literature, as *literature*, I mean the study of a poem or prose-work for the sake of its substance, its form, and its style; for the sake of the thought and imagination it contains, and the methods used to express these; for the sake of its lofty, large, or acute perception of things; its power of exposition; the beauty, force, and meaning of its metaphors, its similes, and its epithets; the strength and music of its language. All of which things have nothing to do with grammar, and but very little to do with philology or antiquarianism.* In fact, my aim is to lead my pupils to appreciate thought as thought, a work of art as a work of art; and thereby not only to enlarge, enrich, and refine their minds and hearts, but also to bring them to a knowledge and ability of expressing themselves, when they have something to say, both correctly and well. The study of grammar and philology and antiquarianism will help them but little to accomplish this object. If they are to become good writers or good speakers, they must study the works or speech of those who have written or spoken well.

In dealing with a foreign language, it is of course necessary that our pupils should attain a fair knowledge of its vocabulary and constructions before anything like a genuine appreciation of its literature can in any sense be possible for them; and all attempts at producing this appreciation have therefore to be postponed to a rather late period of their school life. But I think the period need not by any means be made so late as it generally is. And to omit it altogether is, I consider, a still more serious fault. We ourselves know, by our own experience, that it is not at all necessary for us to be deeply versed in all the *irregularities* of French or German, before we can enjoy our Molière and Hugo, or our Schiller and Goethe; and why any one should suppose this to be so in the case of Latin and Greek, I am quite at a loss to understand. A good sound knowledge of the *regularities* of a language seems to me a quite sufficient introduction to its literature; while the *irregularities* may very safely be left to be dealt with as they occur.

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* As an illustration of an utterly wrong use of antiquarianism, I would refer my hearers to, amongst other books, the Clarendon Press edition of "*As You Like It.*" At the beginning of the second act occur the lines—

"Which like the toad, ugly and venomous,
Wears yet a precious jewel in his head."

Instead of a short statement that this was an old fancy, with perhaps a couple of fairly familiar quotations referring to it, we have a long note—about a page and a half of very small print—relating the origin and history of the fable, with learned quotations from obscure authors whom few people have ever heard of.

As an instance of intrusive grammar, I might mention that, in the notes to so simple a poem as "*The Burial of Sir John Moore,*" one editor commences with—"'*Not*, an adverb, qualifying '*a*,' usually called the indefinite article, but really an adjective, a contracted form of the numeral adjective *one*." While another, in explaining the meaning of "*fallow*" to little boys, gives its Anglo-Saxon derivation.

In Middle-Class Schools, our pupils generally leave us at the age of 14 or 15, only a very few staying on till they are 16 years of age; in these schools, therefore, it is vain to hope to do much with the literatures of foreign languages. But this does not compel us to give up the study of Literature altogether. We have still our own native English language to fall back upon; and its literature will, I think, be found quite sufficient for our purpose. Here we have no difficulties to encounter in the regular constructions, for our pupils are well acquainted with these already; and the difficulty of vocabulary is only a very small matter. and may be reduced to next to nothing, if we are careful in our choice of subjects. We can therefore commence the study of English Literature at a comparatively early period; and I have found great advantage in so doing.

But perhaps I shall make my views clearer on this subject, if I take a short and simple poem, and treat it in the way I propose. I must ask you to bear in mind, that I am not to be supposed to be addressing myself to grave and learned ladies and gentlemen, but to little children of 10 or 11 years of age, whose homes are not for the most part filled with an atmosphere of culture and learning, and whose home literature in all probability mainly consists of nothing better than the daily newspaper. Moreover, as my time is short, I am choosing the very simplest of simple poems, and must ask you to imagine for yourselves how much more fruitful and interesting the same method would become, if applied to literature of richer and nobler character, with pupils a year or so older.

The poem I choose is "The Pilgrim Fathers," by Mrs. Hemans:

The breaking waves dash'd high
  On a stern and rock-bound coast;
And the woods, against a stormy sky,
  Their giant branches toss'd.

And the heavy night hung dark
  The hills and waters o'er,
When a band of exiles moor'd their bark
  On the wild New England shore.

Not as the conqueror comes,
  They, true-hearted, came;—
Not with the roll of the stirring drums,
  And the trumpet that sings of fame;—

Not as the flying come,
  In silence and in fear;—
They shook the depths of the desert's gloom
  With their hymns of lofty cheer.

Amidst the storm they sang,
  Till the stars heard, and the sea;
And the sounding aisles of the dim woods rang
  To the anthem of the free.

The ocean-eagle soar'd
  From his nest by the white waves' foam,
And the rocking pines of the forest roar'd:—
  Such was their welcome home.

There were men with hoary hair
  Amidst that pilgrim band;
Why had they come to wither there,
  Away from their childhood's land?

There was woman's fearless eye,
  Lit by her deep love's truth;
There was manhood's brow serenely high,
  And the fiery heart of youth.

What sought they thus afar?
  Bright jewels from the mine?
The wealth of seas? the spoils of war?
  No—'twas a faith's pure shrine.

Yes, call that holy ground,
  Which first their brave feet trod!
They have left unstained what there they found—
  Freedom to worship God!

I read through the poem very slowly and as impressively as I can, striving to catch the attention and interest of my hearers, and to bring out the meaning of the words, and the feeling and intention of the author to the very fullest. Having finished the poem, I begin to ask questions as to its subject:—What is it all about? Why does the author relate it? What effect is it meant to produce upon us? Some few boys, at least, in the class, will have heard of the "Mayflower" and her crew. We turn to our history—probably Green's—and refresh our memories, and learn what caused the flight of the "Pilgrim Fathers," and what they did when they arrived in the New World, and what became of them. Then, returning to our poem, we see that we are meant to be impressed with the wildness of the place the "pilgrims" had chosen for their home; with the fact that the motive which had induced them to wander forth from the home of their childhood, was not an ordinary one. It was not the lust of conquest; not fear; not greed of gain nor love of adventure. It was a high sense of duty—duty to God and to themselves. It is this sense of duty, and the simple, steady, courage shown—by men, women, children alike—in following the call of duty, that Mrs. Hemans holds up to our admiration; and, while so holding them up, stirs us by her words with the thought, with the *desire* of doing likewise. And she ends with the boast that, in the United States at least, there has never been any persecution for conscience sake.

This, in simpler language and with much more questioning and answering, will have been enough for the first lesson. I then ask my pupils to think over what we have been saying, to write me a short account of it,* and to look out in their dictionary and learn the meaning of the words with which they are not familiar. This forms the home-preparation for the next lesson; and this next lesson takes the form of testing the home-preparation, and the pupils' remembrance of the class-lesson on the subject-matter which I have just described.

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* I owe this last to a suggestion of Miss Franks.

The next lesson is a more difficult one, and requires more culture, more imagination, more effort on the part of the teacher. I might call it "Metaphor and simile parsing." It consists of a close and careful examination into all the metaphors and similes, and also into the method of presenting the subject employed by the author. It cannot be done off-hand by even the most skilful master. It must be thought through, and the chief points decided upon, before the lesson is attempted, or we shall lose much time, and call too much attention to matters of minor importance. Yet, even if the lesson be hurriedly and badly given, it is far better for it to be given, even so, than for it to be omitted altogether.

We have already determined that the first two verses are intended to impress us with the wild, hard, unpleasing nature of the land the pilgrims had chosen as their refuge: but what do the last two lines of the first verse mean? What is the meaning of "*against a stormy sky*"? A very few instances of familiar phrases will show that "*against*" means "directed towards," "in opposition to," "opposite," "close to," and "in contact with or resting upon." Our phrase will soon be seen to signify "leaning upon the stormy sky," or "with the stormy sky for a background." We notice the appropriateness of the term "*giant*," and refer to instances of enormous American trees (at the Crystal Palace for example); but we call especial attention to the striking suggestion, which the use of the word gives, that the trees stood like the giants (with which our fathers used always to people unknown countries), and tossed their branches like arms, excitedly and threateningly, at the pilgrims.

What do we understand by "*the heavy night hung dark*"? With a little careful questioning, and here and there a hint, we shall soon elicit the information that the night-clouds in the sky—not light and feathery and floating as clouds mostly are—looked as if they had weight, and hung dark and ready to fall if that which supported them give way. We have already dwelt upon the fact, that the third and fourth verses seek to impress us very vividly with the idea of how and why the Pilgrim Fathers came. And to do this, the author enumerates all the ways we might naturally have expected them to come in, but in which *they* did NOT come. And so the description of how and why they actually did come, meets us with all the gathered force of expectation, and the keenness of contrast.

"*The roll of the stirring drums.*" We shall take the trouble to see that it is clearly understood that "*roll*" means "sound like that produced by rolling or rumbling," and that "*stirring drums*" means "drums that stir and excite the hearts of those that hear them—make them ready to move, eager for action." It may be objected here, that in this I am going too much into detail. Surely

I might take it for granted that "*roll*" and "*stirring*" are understood by my pupils! But I would remind my objectors, that my pupils are supposed to be boys or girls of 10 or 11 years of age, who do not habitually live in an intellectual atmosphere. A very little experience would show any one that, though the *general* drift and meaning of a passage may be seized almost at once, yet, when we come to analyse closely, there is a haziness, at times almost as thick as a London fog (in the minds of people older even than 10 or 11), about the precise force and meaning of the epithets and phrases. It is therefore not well to take it for granted that these are understood; but far better to take the trouble to test and see that they are. Indeed, it is one of the chief objects of a literature study of this kind, to dispel this haziness, to induce an attention to such details, and to cultivate a sensitiveness in this respect. For a real command over language varies directly with the amount of appreciation of the force and meaning of epithets and phrases, metaphors and similes.

But to proceed; "*the trumpet that sings of fame*"=" the trumpet that proclaims abroad men's fame." Not only has the trumpet long been connected in our minds with the idea of proclamations, but the boastfulness of its very sound is familiar to every one. Still, why "*sings*"?—that is surely a strange way of describing its action? So it is. Yet we have not to search very far before we find a precisely similar expression. In Campbell's "*The Soldier's Dream*," we have—

> "Our bugles *sang* truce, for the night-cloud had lowered."

Very probably the metaphor came into occasional use from the fact that the Latin word commonly used to express the sound of the trumpet, also commonly expressed the sound of *singing*.

The next words which arrest our attention are, "*They shook the depths of the desert's gloom*"; and this, after a little examination, and a few trials, we find can best be paraphrased as "they made the gloomy, wild, unpeopled place echo far and wide."

"*Shook*"=" set vibrating, made to give forth a vibrating sound, made to echo."

"*Depths*"—this gives us not only an idea of extent, but also of extent into unseen, unknown regions, or regions but dimly seen or known. Its vagueness adds a touch of mystery and wonder to the picture. (I require my pupils to collect at home a few examples of this use of the word from their recitation book, or elsewhere.)

"*Desert*"—the idea most commonly connected with a *desert* is that of a vast extent of barren sand. But this is by no means the only meaning, nor is it the meaning here. "*Desert*" = " a wild, unpeopled, or deserted place." I remind my pupils of John the Baptist and Christ in the *desert*; and I ask for, or supply, quotations wherein the word manifestly has this meaning. (With elder boys, it is best in simple cases to ask for quotations, to be looked out at home; with younger boys, this is seldom advisable.) Such quotations for instance, as—

"Full many a flower is born to blush unseen,
And waste its sweetness on the *desert* air."
(Gray, *Elegy*, l. 56.)

"Tell her that's young,
And shuns to have her graces spied,
That hadst thou sprung
In *deserts* where no men abide," &c.
(Waller, *Go, Lovely Rose.*)

"Meanwhile this youth, like a poor shepherd clad,
His father's flock was following day by day,
Upon a *desert* near at hand that lay."
(Drayton, *David and Goliath.*)

"*Lofty cheer*"—"*lofty*" because tending to raise their minds into a state of *higher, nobler* thought and feeling.

"*Till the stars heard, and the sea*"—their voices rose high above the noise of the storm, till, in their excitement, the very stars seemed to them to hear their words, and the sea to join in their hymns with the sound of its waves.

Of course I do not dictate at once such a paraphrase. I arrive at it by question, suggestion, and encouragement, and then give it in the simplest and best form I can. But it would take me too long to-night in every case to go through the process. I have already given sufficient indication of it, and must ask my hearers to excuse what would, I fear, be only a wearisome repetition.

"*Aisles*"—our dictionaries tell us that these are "the side passages of a church," with pillars on one or both sides, and the vaulted roof above. The whole poem being so full of religious feeling, Mrs. Hemans quite naturally borrows the term to describe the passages in the forest between the tree-stems and beneath the over-arching boughs; and the term only becomes more forcible and suggestive when we remember that the wanderers had chosen the desert and the forest as their place of worship, in exchange for the narrower, more confined churches of their fatherland.

"*The ocean-eagle soar'd*
From his nest by the white waves' foam."

What is the object of mentioning this? Well, if we went to Brighton, or Margate, or Scarborough, should we expect to see an "ocean-eagle" rise there from "his nest"? No. And why? Because ocean-eagles are only found in wild places little frequented by man. And so we see these lines are put in to give us an idea of the wildness and solitude of the place which was to become the home of the pilgrims. In the next verse, "*hoary*" and "*pilgrim*" are easily explained from our dictionary, and the word "hoar" (=white) is remembered as existing in more than one common phrase. "*Wither*," too, is very suggestive; as if these pilgrims, torn away from their native land, were like flowers which had been plucked, and therefore likely soon to wither. So, too, in "*childhood's land*," the word *childhood* awakens in us all the dearest and tenderest associations of our lives, filling us with gentle pity for the wanderers who were about to begin life again in a new and strange country.

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow serenely high,
And the fiery heart of youth."

The first, third, and fourth lines introduce us to a very noticeable form of expression. Instead of having "there were fearless-eyed women," we have "there was the fearless eye of woman." And why? By our former methods of inquiry we shall soon learn that it is because "the fearless eye" was the most marked characteristic of the women on this occasion. The writer wishes us to feel this, and to picture it to ourselves. But if we look a little further, we shall find this form of expression common enough. A manufacturer speaks of the number of "hands" in his factory; instead of saying "the queen," we say "the queen's majesty" or "her majesty"; we speak of "the hearts that guard our island home"; and so on. And I require my boys to gather as many similar examples as they can for me at home for our next lesson. So, "the serenely high brow" is to be taken as the most marked characteristic of the men, and "the fiery heart" that of youth. But why is the women's love said to be "*deep*"? Partly to give you an idea that there is much of it, but chiefly to let you see that it stretches so far down into the heart, is so firmly planted there, that it cannot be easily overturned or uprooted. So, the brow of manhood is said to be "*serenely high*," because a high forehead is generally the outward physical sign of mental power; from which come thoughtfulness, and then calm, quiet resolve, and nobleness. And "*fiery heart*"—what of that? "*Fiery*" is of course "partaking of the qualities of fire." But why should the "hearts of the young" be said to do so? Because they are excitable, and often beautiful in their excitement—full of sudden strength or hot fierceness; strong and quick to do evil, and strong and quick to do good; with little mastery over themselves.

The next verse vividly calls back our attention to the reason why the pilgrim band had fled for refuge to this wild country. What had they come thus far to seek? Bright jewels from the mines of the New World, which so many of their countrymen were then in the habit of coming for? The wealthy produce of the fisheries? Or, like so many other Englishmen, to make war upon the Spaniards, and spoil them of the gold which they had wrung from the miserable Indians of the Main? No—they had come to seek a pure free place to worship in—a *shrine*, a temple after their own hearts, beyond the reach of persecution, and the interference of their fellows. Yes, we may well call that holy ground which first felt the tread of their brave feet. Seldom in the world's history have men and women dared such dangers, and endured such hardships for such a cause. Let us remember this, and honour them for this. And let us not forget that they left unstained, unspoiled, what they came to seek, and what they found there—freedom to worship God after man's own heart.

In the case of a longer poem, all this would, of course, have to be divided into several lessons; and between these we should, in that case, have to insert "test-lessons,"—lessons, that is, to test and refresh the memory concerning the information already gathered and imparted. These should consist entirely of paraphrase,—prepared and written out at home,—either of the whole or of part of the immediately preceding lesson. A certain number of these exercises should be read out by the writers, and their shortcomings discussed and corrected, the teacher ending with giving the best paraphrase he himself can manage. The chief point to be attended to is that the *whole* meaning is given. Never mind how long it is, so that the paraphrase omits nothing. It is only from older and well-practised pupils that we can hope to get paraphrases quite full, and yet short. With young boys it is impossible, *any* exercise of the sort being extremely hard to them at first.

Here, then, in the case of our "pilgrim fathers," will follow our paraphasing; my treatment of the last two verses will show fairly well what I want. I would, for boys of 10 or 11 years of age, divide the poem into two parts, and require the paraphrase of the *whole* of each part—thus giving us two more lessons of careful relation.

Our next and last lesson consists of a short account of the life and doings of the author, and, if he or she be of any very marked prominence, of the period also during which he or she lived. And I finish by requiring my pupils to read the poem aloud, that I may have one more test as to whether the meaning of the poem has really been mastered.

With little boys, such as I have been supposed to be addressing, the chief point is the reading aloud, the account of the writer being of quite minor importance. But, as we advance to older and older pupils, this account of the author and his period grows and grows in importance, till it becomes necessary to devote two or three lessons to it and to nothing else. But I must not forget a warning as to the use of a *History* or *Primer of Literature*, which we shall want for the lessons I have just mentioned. Do not use it as a mere record of facts to be learnt as we learn the geographical facts of a country. Very little is gained by so doing—at least very little in the way of training. Use the book simply to study the account given of an author and his period, *when we have just finished the study of one of the works of that author*. Or, still better, choose half-a-dozen of the shorter poems of half-a-dozen authors belonging to the same period, and leave the study of the doings of all the authors, and of their period as a whole, till all the half-dozen poems have been studied. The long poems can be kept for our eldest pupils; and if they have gone through a tolerably steady course of study such as I have described, we shall run very little risk in turning them loose into a History of Literature; provided that we do not set them any lessons from it except on our particular period. Often enough a well-written book of this kind excites our pupils' curiosity, and sets them reading for themselves the works of authors they find so highly spoken of.

(To be continued.)

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications:—

1. Report on Public Instruction in Madras for the year 1878-79.
2. Reports on the Schools of Bhuj for the years 1878-9 and 1879-80.
3. Madras University Calendar for the year 1881-2.
4. Madras Journal of Education for January and February.
5. Journal of the National Indian Association for February, March, April and May.
6. An Address by the Vice-Chancellor of Madras University.
7. The Annual Report of the Syndicate of Madras University, for 1880-81.

GOVERNMENT CENTRAL BOOK DEPÔT.

List of New Books received in the Government Central Book Depôt, Bombay, from 16th March to 15th April 1881.

New Editions published.

KANARESE.

	Rs.	a.	p.
An Elementary Geography Part III.—(Geography of the World), translated by the Kanarese Translator, Educational Department, 2nd Edition................................	0	4	0
Second Book of Kanarese Poetry, by Gangadhar M. Turmuri, 2nd Edition	0	2	6

New Map published.

GUJARATI.

	Rs.	a.	p.
Map of the Panch-Mahals, coloured and mounted on cloth, with rollers	3	12	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICE.

Book Recommended.

NOTIFICATION.

"The Geography of the Oceans" by J. Francon Williams, F.R.G.S., is recommended for School Libraries. (Price 2*s.* 6*d.*)

2. Orders can be sent to the Curator, Government Central Book Depôt.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
12*th April* 1881.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16th MARCH TO THE 15th APRIL 1881.

18*th March* 1881.—An extension of three months' leave, without pay, is granted to Mr. S. S. Datar, Sanskrit Teacher in the Tanna High School.

19*th March* 1881.—Mr. Fardanji Mancherji Dastur, M.A., is appointed Assistant Professor of Mathematics in the College of Science, Poona, in place of Mr. B. B. Sane, deceased.

19*th March* 1881.—Mr. Daniel Frederick Hogan, B. A., is appointed substantive *pro. tem.* Assistant Master (Marathi Side) Elphinstone High School, *vice* Mr. F. M. Dastur.

19*th March* 1881.—Leave without pay, from the 5th to the 11th instant, both days inclusive, is granted to Mr. Sakharam R. Kirloskar, First Assistant Master, Ratnagiri High School.

23*rd March* 1881.—Mr. S. C. Anikhindikar, F.E.A., Third Assistant Master, Karwar High School, is appointed substantive *pro tem.* Second Assistant Master in the same school, until further orders.

23*rd March* 1881.—Mr. R. S. Taki is appointed substantive *pro tem.* Third Assistant Master, Karwar High School, until further orders.

24*th March* 1881.—An extension of eight days' leave, without pay, is granted to Mr. Ramchandra Chimnaji Bapat, Seventh Assistant Master, Poona High School.

28*th March* 1881.—Twenty-eight days' privilege leave (on the ground of urgent necessity), is granted to Mr. K. K. Garde, First Assistant Master, Kaladgi, First Grade Anglo-Vernacular School.

31st March 1881.—The unexpired portion (28 days), out of the three months' leave on private affairs, granted to Mr. Y. V. Jadhava, is cancelled.

2nd April 1881.—Mr. R. S. Khot is appointed substantive *pro tem.* Fifth Assistant Master in the Belgaum High School.

5th April 1881.—Mr. M. H. Kanga, Third Assistant Master, Gokhaldas Tejpal School, Bombay, is appointed Acting Second Assistant Master, in the same school.

5th April 1881.—Mr. J. H. Kanga, Sixth Assistant Master, Gokhaldas Tejpal School, Bombay, is appointed Acting Third Assistant Master, in the same school.

6th April 1881.—Mr. K. M. Joglekar, M. A., is appointed, on probation, Third Assistant Master in the Elphinstone High School, Marathi Side.

6th April 1881.—Mr. Revashankar Onivaram, Head Master, Female Training College, Ahmedabad, is granted leave, without pay, for two months.

6th April 1881.—Mr. Harivalabh Mortirdhar is appointed substantive *pro tem.* Head Master, Female Training College.

6th April 1881.—Mr. Lakshimishankar Devshankar, Head Master, Pahlanpur English School, is granted fourteen days' extension of his privilege leave for twenty days.

6th April 1881.—Mr. Dayalji Morarji, Head Master, Limri English School, is granted privilege leave for one month.

6th April 1881.—Mr. Dayabhai Veniram, Head Master, Morvi English School, is granted privilege leave for twenty days.

7th April 1881.—Mr. Digambar Dilaya, B. A., is appointed Second Assistant Master, Karwar High School (on probation), and Acting First Assistant Master in the same school.

7th April 1881.—Mr. S. C. Anikhindikar is appointed substantive *pro tem.* First Assistant Master, Anglo-Vernacular School, Belgaum.

7th April 1881.—Mr. N. V. Chhatre, B.A., L.C.E., is appointed Third Assistant Master, Poona High School, on probation.

7th April 1881.—Mr. Maganlal Ranchor, Head Master, Kalal Vernacular School, is appointed Head Master, Dohod Vernacular School.

7th April 1881.—Mr. Chhaganlal Bhakanji, Head Master, Dohod Vernacular School, is appointed Head Master of the Surkhej Vernacular School.

7th April 1881.—Mr. Khimji Premji, Head Master, Surkhej Vernacular School, is appointed Head Master, Kalal Vernacular School.

7th April 1881.—Mr. Maneklal Nagardas, Head Master, Rajkot Vernacular School, is appointed substantive *pro tem.* Head Master, Practising School, Rajkot.

7th April 1881.—Mr. Premchand Karamchand, Second Assistant Master, Rajkot Training College, is appointed substantive *pro tem.* First Assistant Master, Rajkot Training College.

7th April 1881.—Mr. Pranjivan N. Doctor is appointed substantive *pro tem.* Second Assistant, Rajkot Training College.

7th April 1881.—Mr. Samaldas C. Mehta, Head Master, Anglo-Vernacular School, Morvi, is granted privilege leave for one month.

7th April 1881.—Mr. Narbheram B. Pandya, Clerk to the Educational Inspector, Northern Division, is granted sick leave for four months.

7th April 1881.—Mr. Lakshmishankar Devshankar, Head Master, Pahlanpur English School, is granted 20 days' privilege leave.

8th April 1881.—One month's sick leave is granted to Mr. A. R. Atre, substantive *pro tem.* 4th Assistant Master, Poona High School.

9th April 1881.—Mr. Narayan K. Mandkar, Agricultural Master, Belgaum High School, is granted two months' leave without pay.

9th April 1881.—Mr. Govind Balal Deval is appointed substantive *pro tem.* Agricultural Teacher, Belgaum High School, during the absence of Mr. Narayan.

11th April 1881.—Mr. Kanthadji R. Desai, B. A., is confirmed as 5th Assistant Master, Surat High School.

11th April 1881.—Mr. Narayan Sadashiva Kulkarni, Sanskrit Teacher, Ahmednagar High School, is allowed leave of absence, without pay, from 3rd April to 10th June 1881.

12th April 1881.—The unexpired portion (8 days) of the month's sick leave granted to Mr. A. R. Atre, substantive *pro tem.* 4th Assistant Master, Poona High School, is cancelled.

12th April 1881.—Mr. Hormasji K. Bharucha, Head Master, Anglo-Vernacular School at Ankleshwar, is allowed one year's leave without pay.

12th April 1881.—Mr. Gagal Vanmali Pathak, 2nd Assistant Master, Surat Branch School, is appointed substantive *pro tem.* Head Master, Anglo-Vernacular School at Ankleshwar.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
26th April 1881.

Bombay Educational Record.

No. 6.] JUNE 1881. [Vol. XVII.

THE MONTH.

The interest in Technical Education in England continues. On Tuesday, the 10th May, the first stone of a new Technical College for the City of London was laid by Prince Leopold, in the presence of the Lord Chancellor, Lord Sherbrooke, Mr. Mundella, and Mr. Bramwell, all of whom delivered addresses on the occasion to the large number of ladies and gentlemen who had assembled to witness the ceremony. The site of the building is in the most populous part of Finsbury, and is especially intended to suit the convenience of the artisan class. The cost will be £20,000. This noble institution is provided by the City Companies and the Corporation, and will be controlled by the City and Guilds of London Institute for the Advancement of Technical Education. It is only one of several which are to be established in different parts of the metropolis. Experiments have been made on a smaller scale with such success, that it is resolved to go forward with a bold and liberal plan, in the belief that the ultimate benefit to our art manufactures will justify any reasonable outlay. The rapid progress of the Institute is shown by the fact that, three years ago, the number of candidates for examination was 202; last year it was 316; and this year it is 2,401. The head-quarters of the Institute will be at Kensington; and to that centre of administration Finsbury College, and others like it, will be affiliated.

We have received a copy of *Questions and Answers on Elementary Logic* by Mr. M. Macmillan, Professor of Logic and Moral Philosophy in Elphinstone College, Bombay. The book is intended as a supplement to Fowler's Deductive Logic; and its copious exercises with solutions cannot fail to be most welcome to all freshmen in our Arts Colleges. An undergraduate who has privately studied Mr.

Macmillan's manual along with his Fowler ought to be less troubled and less troublesome at lecture-time than the average freshman has hitherto had the credit of being over this subject.

THE Director of Public Instruction, Madras, in his address recently delivered at the anniversary of the Presidency College, made the following remarks on female education :—

"There remains but one subject to which I would ask your attention for a few moments,—the education of females in this Presidency. According to the returns of 1879-80, there were 29,282 girls reading in schools. Of these 16,469 were Hindus, 9,217 native Christians, 700 Mahomedans, 2,392 Europeans and Eurasians, and others 504. Now, the same returns show that there were 239,097 boys under instruction. Accordingly, at present, there is only one girl under instruction to every 8 boys; and when we consider that there are many more boys under instruction in private and indigenous schools than appear in the Government-returns, the case is far worse. I do not say that Madras is behind other provinces of the Empire; witness the schools now existing in this city, more especially that for Hindus maintained by the Free Church Mission, and in Tinnevelly by the C. M. S., and the schools for poor Eurasians and Europeans maintained by the Catholic Missions; but I do say that things are not as they should be. Hitherto the work has almost wholly devolved upon the great Societies to which I have referred, and to them the Government, the public generally, and, above all, the Hindu community, owe an immense debt of gratitude; but although I trust that these Societies will continue their good work, and largely extend their operations both in scope and scale, yet I think the time has come when the State should also directly undertake the work in a more extended and efficient manner than has hitherto been the fact.

"The time is probably coming when the Government will be able gradually to entrust more and more of the education of the male portion of the population to Private, Local and Municipal Agency, and as it withdraws from direct operations in this respect, I trust that it may be found practicable to utilise some portion of the funds so made available in establishing Government-Schools,—Normal and ordinary,—for girls in parts of the Presidency where private schools do not exist, or where private effort needs to be supplemented by direct Government-agency. In undertaking this burthen for the people of the country, I trust that the Government may rely on the hearty support of all leaders of native thought and action. I must confess that the tone of many educated natives in this matter is less encouraging than it might be. It seems almost inconceivable that men who have, or profess to have, drunk deeply of the well of knowledge, should withhold some fair portion of that knowledge from their wives, their daughters, and their sisters. Can light and darkness dwell together, knowledge and ignorance? But such seems to be the case in many a native home; though I know that there are a few noble exceptions to this state of things. But I do not hesitate to say that I deem the man who has acquired ample knowledge of the learning of the West, and yet permits his female relatives to remain in profound ignorance of that knowledge, and forbids to them a share in the culture he professes to have attained, unworthy of the name of an educated man, and as bringing discredit on the education he has received. Gentlemen, I trust this may not long be so. I have seen in many schools girls whose intelligent and bright looks betoken a capacity for a high standard of knowledge and of culture, —who as they grow to womanhood and themselves become mothers will claim and obtain for their daughters more than they themselves have received. And I also believe that there is an ever-increasing desire among the better spirits of the race of South India to elevate their women by means of Western knowledge and the arts of civilized life. In that West women have ever been the patrons of learning and of the Arts, and I pray that the time may come when many noble ladies may achieve undying honour by founding and protecting institutions established for the promotion of these objects, and that institutions so favoured may in return honour their benefactresses by taking for their motto words similar to those of the motto of the college to which I belong—*Reginæ erunt nutrices tuæ*—Queens shall be thy nursing mothers."

ON THE TEACHING OF ENGLISH LITERATURE IN MIDDLE-CLASS SCHOOLS.

(*Concluded from p.* 117.)

I have now to state what special benefits are, in my opinion, to be derived from a study of Literature such as I have described. Unless I have been very clumsy in the account I have just given, I think most of my hearers will be able to guess what these are.

First, then, our pupils will gain a very large and serviceable addition to their *vocabulary*. An American professor has pointed out that the number of words used by our most eloquent speakers, such as Mr. Gladstone or Mr. John Bright, amounts to some eight or nine thousand, while the number used by an ordinary peasant hardly reaches three hundred. I am afraid that the vocabulary of our pupils in Middle-Class Schools approaches much nearer in limit to that of the peasant than to that of Mr. Gladstone. We are all familiar with the difficulty our pupils find in giving a really good, clear answer to even an ordinary question, and with the frequent excuse, that they know the information required, but do not know how to give it. Again, how poor are the essays of most of our best pupils even when the substance of the essay has been carefully suggested, or actually given. All this arises, I am convinced, from a poverty of vocabulary. There is not a sufficient fund of words ready at hand for use. The same words are used again and again when others would suit the sense far better. This is a very serious drawback, a very heavy clog upon our work, not only in essay-writing, but in almost every subject which a Middle-Class-School course commonly embraces. Anything, therefore, which tends to lighten this clog must be welcomed as a great boon to both teacher and taught. And this is one of the most certain of the advantages gained by the study of Literature.

But, besides a large increase in vocabulary, our pupils will also gain by means of this study a much clearer knowledge of the *meaning and the right use of words*. And, in gaining a knowledge of the *meaning* of words, they must perforce gain a large increase in their stock of ideas, and must learn how to look at things in many and various ways. Moreover, a *right use of words* is closely connected with a right method of thought; for in considering and discussing the one we are drawn inevitably to consider and discuss the other. A slovenly and inaccurate use of words—which commonly indicates a slovenly and inaccurate way of thinking—is not absolutely uncommon in our great Public Schools, and even amongst those who have left school for many years. And yet the cure for it is easily enough obtained, if we will only study the writings and the speech of those who are skilled in expressing their thoughts well and forcibly. But, for some reason or other, this cure is but little resorted to in our schools; and when English Literature does form a part of the regular school course, it is not studied for the thought it contains nor for the methods used to express that thought, but for the sake of the grammatical, philological, and antiquarian questions which may be made to hang on it.

In close connexion with the knowledge of the meaning and right use of words, our pupils will gain by the study I am discussing an insight into and an acquaintance with *the right use and power of metaphors and similes*. I know of no surer or readier test of the fertility, originality, and imaginative power of a writer than the way in which he uses his metaphors and similes. In Shakspere, Taylor, Milton, Burke, in Keats and Shelley, in Hall, Coleridge, Macaulay, in Tennyson and Ruskin—in all these, over and above the melody of their language, and the power and beauty of their thoughts, what attracts, charms, and holds our admiration, are the power and excellent imagination of their metaphors and similes. They are like the gleaming, glowing king-mark which our northern ancestors always held to be the true sign of the man of royal birth, or like the sunlight that with its rays gives life and beauty and colour to every landscape. To educate and instruct our pupils in the right use of these is to start them on the way to learning and appreciating all that is best and finest in literary expression—to lead them to the fairy land of poetry, and give them the power of seeing and feeling its magic and its wonders. They will learn, too, by this means, how they may attract and command attention. No teacher, who has his heart in his work, can fail to realize the power which the art of attracting and holding attention gives. This does not depend wholly, or even in a great measure, on a skilful arrangement of subject; but more, far more, on a skilful use of language. And I cannot think of any position in civic or domestic life in which it is not of great advantage to any one to have gained the mastery of his mother-tongue.

But, above and beyond the advantages I have already enumerated, there are others which, though often sneered at, are to my mind of the deepest and highest and widest value. I mean the advantages to be derived from the study of the thoughts, and feelings, and aspirations of our best and wisest writers—not only of the language which they use, but of that which they use language to express. Surely, no teacher, who thinks about the matter at all, can fail to see what a great opportunity we have here for awakening and enlarging the intellects of our pupils; for creating in them new sympathies and new interests; for refining and elevating their natures; for leading them within the influence of "that most subtle master under heaven," the love of truth, and beauty, and nobleness. Surely, it must be clear to any one what is to be gained by bringing those whose minds and hearts are still fresh and open to noble impulses into close contact with true greatness and wisdom, earnest longings, noble purity, and strength, passionate or tender love of beauty. For, may it not be that, when some quiet evening one of these is listening to the music and wondering at the beauty of noble hearts and minds, and all his blood is astir within him and his spirit awake, suddenly he may in the silence catch the sound of the same music in his own heart, suddenly or slowly become aware of his own possibilities of nobleness and beauty? And so henceforth life shall become a reality to him, and a thing holy and wonderful! What limit can we guess at to the gain that thus may be!

To effect this, or to try to effect it, we must not treat the books which form our study as things only to be picked to pieces, analysed, and annotated; but as works of art, works of genius, to be studied and appreciated as *wholes*, as the expression of wisdom, and thought, and imagination. Do not let us run away with the idea that we shall spoil the delight our pupils might otherwise take in such books by making them the subject of study. We do not take less delight, but more, in a fine picture, because we happen to know something about painting. We do not find less enjoyment, but more, in music, because we happen to have studied the subject. We do not feel less pleasure, but more, in a beautiful sunset, because we happen to be familiar with many fine descriptions and pictures of such scenes. Surely, in any case he is but a bungling teacher who contrives to make *any* subject distasteful to his pupils simply by using it as a means of education. It is time to bury this foolish superstition of the old mechanical pedagogic days. It is only putting an excuse into the mouths of idle boys, and may safely be left to the care of over-fond parents. Now-a-days, a school is not a place hateful to boys, nor are school-subjects, as such, distasteful to any large number of them. Let us be quite certain on one point, that if we find our pupils yawning and dull over any subject, the fault, in nine cases out of ten, lies with us, and *not* with the pupils or the subject. But the man who ingeniously contrives to make the study of English Literature flat and uninteresting, must be blessed with a very extraordinary amount of dulness, a more than ordinary unfitness for the profession of schoolmaster. It has been my good fortune to meet with but few masters incapable of treating this subject with some degree of success, while many have shown a remarkable aptitude for it. I have noticed, too, that those masters who, by force of circumstances, have been led in self-defence to pay special attention to the teaching of English Literature, have invariably exhibited as the result a very visible and measurable increase in the brightness and vigour of their class-work generally.

AN HISTORICAL SKETCH OF ENGLISH PENMANSHIP.

(*Concluded from p.* 108.)

Next to Cocker, the writing-master who makes the greatest figure is John Ayres, who, from the humble position of a domestic servant, rose to become a distinguished teacher, and a wealthy man. It is not an unreasonable conjecture to suppose, that no small part of his advancement in life was owing to assistance he received from his old master, who became afterwards Lord Mayor of London. It was, doubtless, through his influence that Ayres obtained the high rank of colonel in one of the city train-bands—a post seldom, at that time, held by one under the degree of alderman. A sentiment of gratitude for these favours seems to have prompted the dedication of his first work, entitled, "Arithmetic Made Easy," to his former master, and generous patron. In 1694, he published his more ambitious work, "Tutor to Penmanship," which he dedicated to King William III., and which, though somewhat pompous, contains many admirable specimens of a great variety of styles of writing. His school was situated in St. Paul's Churchyard, under the usual sign of "The Hand and Golden Pen," and so successfully did he then carry on the work of teaching, that he is said to have made as much as £800 a year—a very handsome income for a writing-master, considering the standard of money in those days.

Not to go further into these details, it may be sufficient to say, that those curious in such matters will find, in an old book, published in 1763, by Massey, himself a writing-master, an alphabetical list of the best known Professors of Writing, with an enumeration of their works, and a few particulars of their lives, which he dignifies with the sounding title of "A new Species of Biography never before attempted in English." The reader will there find the names of George Shelley and Charles Snell, both of whom, from Blue-coat boys, became celebrated writing-masters—the one at Christ's Hospital, the other at the Foster Lane School; and also Robert More, Champion of the Golden Pen,* George Brickham, author of the famous "Universal Penman," and Joseph Champion, noted for "striking letters and flourishes by command of hand." The work does not go beyond the beginning of the reign of George III., and therefore contains no mention of Tomkins, one of Snell's successors in the Foster Lane School, to whom we are indebted for the "large hand," so well known to all schoolboys. Such was the skill of this writer, that the Royal Academy accorded to him the rank of "artist." His portrait, painted by Sir J. Reynolds, was bequeathed after his death to the City of London, and it is placed in the City Chamber, surrounded by specimens of his caligraphic art. Will any one, learned in the antiquities of London, please say what has become of that famous school of writing in Foster Lane, which has been, from its foundation, associated with so long a line of exceptionally clever writing-masters? After Tomkin's time we seldom hear of it, and all memory of it has now disappeared altogether. Foster Lane knows it no longer.

Such, in brief, then, is an historical outline of English Penmanship; an art which, since the invention of Printing first began to assume importance and attract attention in the reign of Elizabeth, and which reached its highest point of excellence in the latter part of the Stuarts or the early Georges. Since that time down to the present day, although its practice has been extended till it has reached the humblest class of schools, its culture as an art has to a great extent been abandoned. The consequence of this neglect is seen in the general carelessness and illegibility, which mark the writing of even the best educated men of our day. Happily, there are not wanting signs of a revival of interest in this important branch of school instruction, which our ancestors always regarded as an elegant accomplishment, and which, in a commercial country like ours, can never be disregarded without grave inconvenience to the transaction of business, and the general affairs of life.

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* More was the author of an "Essay on the Invention of Writing"; a small tract of about five or six pages, which is quoted by Massey. Mr. I. Disraeli struck with these quotations, made search for the treatise, but could not find it. The reason is, he did not look for it in the only place where it is now to be met with—Incorporated with Shelley's "Natural Writing."

Having now dwelt on the history of Penmanship from a general point of view, I pass on to notice in particular an aspect of the question, the significance of which has not, in my opinion, been hitherto sufficiently observed. I mean that the old Penmen, in addition to teaching Writing, were teachers also of Arithmetic and Book-keeping. They were, in fact, the original "Writing and Arithmetic Masters,"—a race of teachers now practically extinct. I know of but one school in England, where the old race still survives, and I shall have occasion to refer to that presently. It is to be remarked also that their books are especially and expressly addressed to the middle-class, and the commercial part of a community, from whom they seem to have derived their principal patronage and support. This fact stands recorded on the title pages and frontispieces of their books, from which, like the preambles of old Acts of Parliament, we may sometimes glean curious information. I append a few instances out of many more which might be mentioned.

"Arithmetick, designed for the use of Trades-men," by J. Ayres, 1702.

"The Trades-man's Copy-book," by the same.

"The Paul School Round-hand, in two books, one the Strong-hand, the other the Merchant-like Running-hand," by the same.

"The Trades-man's Director; or a short and easy Method of Keeping his Books of Accounts," by Charles Snell, 1697.

The frontispiece of one of Cocker's Copy-books contains this distich:—

> "Whereby ingenious youth may soon be made
> For clerkship fit, or management of trade."

Brickham's "Universal Penman" is dedicated to "The Merchants and Tradesmen of Great Britain," from which I take the following quotation:—

"Gentlemen,

By the generous encouragement you have been pleased to allow our eminent penmen, Writing and Accounts, no less than Trade and Commerce, are become the glory of Great Britain. And, as by your extensive trading and frequent use of the pen, you have increased the wealth of each particular city, and made this island distinguished and honoured in all the known parts of the world, therefore I thought you gentlemen the best judges and patrons of this part of the Universal Penman."

In this dedication, it will be observed, "Writing and Accounts" are coupled with "Trade and Commerce," as having a close interconnection in the progress of national prosperity. It is not difficult, I think, to make out a fair case showing that this is a theory not unsupported by historical facts. We well know, from other sources of information, with what rapid strides commerce increased after the restoration of King Charles II. During the preceding civil wars, the English traders and the English farmers formed the bulk of the parliamentary army which overthrew the King and changed the constitution of the country. Under the Commonwealth they actually became the ruling class. The new order of things did not indeed last long, for the confusion that arose on the death of the Protector, led to a desire, which overpowered all other considerations, for the return of the old monarchy. Some allowance must also be made for the reaction which sooner or later follows after a period of excitement. The traders and farmers laid down their swords, and returned once more to their shops and their farms; but they were no longer the same men. Their passions had been roused, and their energies awakened. No longer content with the old quiet life, that activity which they had before found in politics, they now sought in a new field of enterprise—that of trade and manufacture. With the restoration of Charles II., it has been truly said, begins the life of modern England, and from the same time also dates the rise and growth of British Commerce, as we now understand the term.

The connection of all this with "Writing and Accounts," is at once apparent when we remember that it was about this time that, through the art of Engraving, the influence of the Writing-master was beginning to make itself felt. The days were now over when men, having few demands for a knowledge of writing, were content to remain ignorant of it, requiring only, it may be, once or twice in their lives to attest a formal document—a will, or a lease—which they could do very well by affixing to it the sign of the cross.* The necessities of commerce changed all that. Merchants and traders began to see not only the value of a knowledge of accounts, but also the immense importance of writing in multiplying the means of communication, and in enabling persons to carry on correspondence with the most distant countries. In proof of this, we are told that when any person was offered as an apprentice even to an inferior trade, the first question asked was, "How does he write?" "Is he anything of a Penman?" A feverish anxiety very soon took possession of the middle-class to become acquainted with these indispensable elements of knowledge, and the most extravagant expectations were formed of their value and of the benefits which might be expected to be derived from them. They were regarded at least as passports to honourable and lucrative situations, and as the most rapid and certain means of increasing the national wealth.

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* "As a proof of the smallness of the number of persons who could write, in 1516, the Aldermen of London and the Privy Councillors were commanded to go the rounds of all the Wards and examine the handwriting of 'every person that could write,' with the view of discovering the author of a seditious paper that had been stuck up in St. Paul's, a task no doubt easily accomplished when perhaps not half-a-dozen persons who could write were to be found in each Ward."

For the cultivation of this new "Commercial Education," special schools, denominated "Free Writing Schools," were established for the poorer children, mostly by members of the "Corporation of London," while for those of a better class were founded those private "Commercial Academies" which, whatever may be thought of them, as compared with the standard of the present day, were almost the only means of giving to the great middle class of this country whatever education they could at that time boast of. The presiding genius, the guiding spirit in these schools, both public and private, was not the learned doctor or the university graduate, but the Writing-master, many of whom, as I have already remarked, were men of exceptionable ability, very different from the class to which in later times they degenerated. One of them, whose name has been before mentioned, held the rank of Colonel, was patronised by royalty, and made by his teaching, and the sale of his books, what would amount to more than £1000 a year of our present money.

With reference to the establishment in London and the provinces, of these "Free Writing Schools," which it has been erroneously thought, from their name, to have been established for the sole purpose of teaching writing—they were really "Commercial Schools," as distinguished from the higher or "Grammar Schools"—especial mention must be made of Christ's Hospital, and the important place it has held as the leading Commercial Academy of the country. In the reign of Elizabeth, under the endowment of Dame Mary Ramsay, a small department was established separate and distinct from the Grammar School, under the name of a "Free Writing School for poor men's children." From this small beginning was afterwards developed, under the active management of Mr. John Smith, the then writing-master, the present "Writing School"—a building erected in 1694, by Sir C. Wren. It may not be out of place here, perhaps, if I read a page from Col. Ayres' Copybook which refers to the foundation of this school.

"To Mr. John Smith,

"Penman to Christ's Hospital.

"This comes to congratulate your entrance into that new and stately fabric of [illegible] Writing School, erected at ye charge and noble bounty of Sir John Moore, in which you have contrived admirable contrivances to teach little less than 400 scholars, a building equally the wonder and glory of our metropolis. I thought myself obliged by this little monument not only to commemorate so illustrious a design for ye public good, but chiefly hereby to excite and stir up generous souls to imitate in some measure so brave an example; as to erect 'Free Writing Schools' in our Country towns, because where ye Grammar School sends forth one scholar for Divinity, Law, and Physic, forty if not a hundred are sent out to trades, and other employments, many of which want ye instruction of such as

"Your affectionate fr^{d}.,
"J. AYRES."

Before passing from this subject, it may be mentioned that Christ's Hospital still preserves the old "Writing and Arithmetic Master," and that the ancient trials of skill in writing still exist there in the form of contests for a Silver Pen. I had the privilege, through the courtesy of the Treasurer, of inspecting some of the boy's specimens in these writing tournaments, and it was gratifying to see that the old pre-eminence of this school in the use of the pen is still to a great extent preserved, in spite of the increased number of additional subjects, to which, as in other schools, they are compelled to turn their attention. And this leads me to make one practical suggestion, and that is, that it would be desirable, if, in imitation of Christ's Hospital, the best specimens of each year's writers were to be preserved among the permanent records and archives of every school. This would furnish an interesting register, by which the progress of the school in this matter might, from year to year, be ascertained, and which would materially assist in keeping up a good standard of penmanship.

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Edith Thompson's History of England	1	4	0
Ogilvie's Student's English Dictionary, Etymological, Pronouncing and Explanatory, Illustrated.....................	3	12	0
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Mackay's Outlines of Geography	0	8	0
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Colenso's Arithmetic	2	4	0
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Shakespeare's Merchant of Venice, by Hunter................	0	8	0
Hiley's English Grammar	1	12	0

Collins's Dictionary of Derivations	0	8	0
Routledge's Diamond Dictionary	0	8	0
Macaulay's Warren Hastings	0	8	0
Sir Roger De Coverley	0	8	0
Royal Reader, No. 4 (Nelson and Sons)	0	12	0
Ditto No. 5 (ditto)	1	0	0
Ditto No. 6 (ditto)	1	4	0
Collier's History of England for senior classes	1	4	0
Ditto Brief History of England ditto	0	4	8
Day's History of Sandford and Merton (Laurie)	0	8	0
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Todhunter's Algebra for Beginners	1	4	0
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Lethbridge's Easy Introduction to the History of India.	0	12	0
Morell's Analysis of Sentences	1	0	0
Webster's Complete Dictionary by Goodrich and Porter, Pictorial edition, with Appendices	15	12	0
Scott's Copy Slips, No. 30	0	2	8
Shakespeare's Works (Dick's edition).	0	8	0
Arabian Nights' Entertainments (ditto)	0	4	0
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Chambers's Etymological Dictionary	2	0	0
Pope's Homer's Iliad (Milner)	0	8	0
Milton's Poetical Works (ditto)	0	8	0
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Æsop's Fables (ditto)	0	8	0
Scott's Talisman	0	4	0
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Heywood's National Atlas	0	8	0
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Ditto ditto, Book I.	0	8	0
Collins's Pronouncing Dictionary	0	4	0
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Indian Series of School Maps, as under, printed in colours, by John Bartholomew, F.R.G.S., American Mission Press, Lucknow, each at 0 1 0

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N. V. BAPAT,
Curator.

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*Todhunter's Analytical Geometry. 2nd Edition 1864	2	0	0	1	8	0
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*Bowman's Practical Chemistry, 6th Edition 1871	2	8	0	2	0	0
*Erichsen's Surgery, 2 Vols. 6th Edition 1872	12	0	0	10	0	0
*Garrod's Materia Medica. 3rd Edition 1872	3	8	0	3	0	0
*Jones's Animal Kingdom. 8th Edition, 1871.	8	0	0	6	0	0
*Do. Pathological Anatomy. 1854	3	0	0	2	4	0
*Macnamara's Diseases of the Eye. 2nd Edition, 1872	5	0	0	4	0	0
*Tome's Manual of Dental Surgery. 2nd Edition, 1873	5	0	0	4	0	0
*Taylor's Medical Jurisprudence. 8th Edition, 1866	4	0	0	3	0	0
*Wells's Diseases of the Eye, 1869	5	0	0	4	0	0
*Broom's Commentaries on the Common Law. 3rd Edition, 1864	10	8	0	8	0	0
*Sanders's Institutes of Justinian. 3rd Edition, 1865	5	0	0	3	12	0
*Williams's Personal Property. 6th Edition, 1866	6	0	0	4	8	0
*Do Real Property. 8th Edition, 1868	7	0	0	5	4	0
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Fisana Ajaayab (Wonderful Tales)	4	0	0	2	0	0
Kulliat-e-Sowda, selections from Sowda's Poetry	4	0	0	2	0	0
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DEPARTMENTAL NOTICES.

Notification.

The subjoined Government Resolution No. 1633, dated 11th May 1881, Financial Department, with Government Resolution No. 7046 of 4th December 1878, Judicial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th May 1881.

Brass Stamps.

No. 1633.

Financial Department.

Bombay Castle, 11*th May* 1881.

Transfer from the Educational Department of the Secretariat, No. 610, dated 12th April 1881, of the following papers:—

Letter from the Director of Public Instruction, No. 152, dated 7th April 1881—Forwarding a letter No. A.B.-24, dated 2nd idem, from the Educational Inspector, C. D.; and requesting sanction to an expenditure of Rs. 30-10-0 incurred in the purchase of a brass stamp for stamping monthly vouchers sent to the Accountant General, being paid from the contingent allowance of the Inspector's office.

Memorandum from the Accountant General, No. T.A.A.-1793, dated 30th April 1881—Stating that the charge of Rs. 30-10-0 being exceptionally high was disallowed for the special sanction of Government; and observing that an india-rubber stamp with pad and ink complete might have been obtained for Rs. 7½—*vide* Government Resolution, Judicial Department, No. 7046, dated 4th December 1878.

Resolution.—As the charge has already been incurred in the present case, it may be passed.

2. Copies of Government Resolution, Judicial Department, No. 7046, dated 4th December 1878, should, however, be forwarded to all Departments of the Secretariat and all Heads of Offices under the several Departments in view to their purchasing the cheaper kind of seal when necessary.

J. B. Peile,
Secretary to Government.

To the Director of Public Instruction; the Accountant General; the Educational Department of the Secretariat (with the transfer); the Revenue and General Departments of the Secretariat; all Heads of Offices under the Revenue, Financial and General Departments of the Secretariat; all other Departments of the Secretariat (with spare copies for distribution to the Heads of Offices subordinate to those Departments).

No. 7046 of 1878.

JUDICIAL DEPARTMENT.

Bombay Castle, 4th December 1878.

Letter from the Mint Master, Bombay, No. 355, dated 26th November 1878—Returns the paper of seal impressions forwarded with Government Resolution No. 6588 of 16th November 1878, and states that the price of the seal for the District Court of Thâna will be Rs. 65; that for the Sessions Court Rs. 55; and the one for the Subordinate Judge's Court Rs. 40.

Letter from Mr. H. S Bedford, dated 27th November 1878—States, with reference to Government Resolution No 6588 of 1878, that he will supply the india-rubber stamps according to the patterns sent to him at an average rate of Rs. 7-8-0 each, inclusive of a pair of pads and four ounces of ink (red, blue or black).

RESOLUTION.—The brass seals used by the Courts (Civil) in the Thâna District are reported to be worn out after only 9 years' use. Mr. Bedford offers to supply seals complete with pads and ink for Rs. 7½ each. Brass seals provided by the Mint would cost on an average Rs. 42½, or in other words seventeen of Mr. Bedford's india-rubber seals could be obtained for the same money as only three brass seals. It would therefore appear the more economical course to procure the necessary seals from Mr. Bedford. The india-rubber seals though fairly durable are not probably altogether as lasting as good metal seals, but in any case the difference in wearing power between the two classes of seal is not so great that one brass seal would out-last five or even three india-rubber seals. With proper care an india-rubber seal will remain serviceable for years, making a more distinct and a clearer impression than a brass seal, as experience has shown in the case of the seals supplied by Mr. Bedford to the Magistrates. The Judge of Thâna should therefore be informed that Government think that the cheapest and best plan would be to obtain from Mr. Bedford the seals required for the District and Subordinate Courts, and that Mr. Coghlan should procure the seals needed from Mr. Bedford.

JOHN NUGENT,
Under-Secretary to Government.

To the DISTRICT JUDGE of Thana; the MINT MASTER, Bombay; H. S. BEDFORD, Esq., C.E., Calcutta; the ACCOUNTANT GENERAL.

Portuguese Coins.

No. 1772 of 1881.

FINANCIAL DEPARTMENT.

Bombay Castle, 21st May 1881.

CIRCULAR.

Published at pages 459 to 464 of the *Bombay Govern-*

His Excellency the Governor in Council, under instructions from the Government of India, is pleased to direct that all Treasury Officers and other *ment Gazette*, dated 20th May 1880.

Government officials shall, until further notice and in conformity with clause 6 of the Convention with the Government of Portuguese India, dated 18th March 1880, receive without question the silver and copper Portuguese coins coined under the provisions of the Convention.

(Signed) J. B. PEILE,
Secretary to Government.

To the COMMISSIONER IN SIND, &c.

No. 833 OF 1881.

EDUCATIONAL DEPARTMENT.
Bombay Castle, 30*th May* 1881.

Copy forwarded to the Director of Public Instruction.

(Signed) C. GONNE,
Chief Secretary to Government.

(True copy.)

K. M. CHATFIELD,
Director of Public Instruction.

Books Recommended.

NOTIFICATION.

For Drawing Classes in Government schools, the Superintendent, Sir Jamsetji Jijibhái School of Art, recommends the following books of examples:—

"Wallis' Drawing Book," published by Messrs Chapman and Hall, at 8 shillings, mounted.

"Dyce's Elementary Outlines of Ornament"—50 selected plates, mounted—published by Messrs. Chapman and Hall, at 18 shillings.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
1*st June* 1881.

NOTIFICATION.

The subjoined Government Resolution No 2728, dated 16th May 1881, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
June 1881.

Security-Bonds.

No. 2728.

REVENUE DEPARTMENT.

Bombay Castle, 16th *May* 1881.

Letter from the Officiating Accountant General, No. R.-1748, dated 29th April 1881—Requesting, with reference to Government Resolution No. 3816, dated 21st July 1879, fixing 10 years as the time before which security bonds executed by Government servants for performance of public duty should not be returned, instructions as to whether there is any objection to money lodged by a public servant in the Government Savings Banks as a security deposit for the due discharge of his duty being refunded to him on his leaving the service, or on his being appointed to an office other than that in connection with which the deposit was made, or in case of death to his legal heirs, in accordance with rule, or whether such a deposit should not be repaid until the expiration of a certain period; stating that the question has been raised by the Collector of Kánara in respect to the refund of the security deposit of an employé in the Revenue Department, who claims the money consequent on his transfer to the Police Department at Ratnágiri; forwarding correspondence on the subject; observing that in the case of transfer from one appointment to another also requiring a security deposit, the employé may possibly find it difficult to make a fresh deposit in connection with the new appointment if the one already made by him on account of his former office should be retained for any length of time after he has quitted it; and adding that the Savings Bank rules contained in the Civil Account Code do not appear to fix any time for the refund of a security deposit.

RESOLUTION.—There is no objection to the refund of security in the cases mentioned by the Accountant General.

J. B. PEILE,

Secretary to Government.

To the ACCOUNTANT GENERAL (with the annexures to his letter); all COLLECTORS, including the COLLECTORS and SUPERINTENDENTS in Sind; the REMEMBRANCER of Legal Affairs; the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER in Sind; the SURVEY and SETTLEMENT COMMISSIONER; the COMMISSIONER of Customs, Opium and Abkari; the COLLECTOR of Salt Revenue; the COLLECTOR of Bombay; the SUPERINTENDENT of Stamps; the CONSERVATOR of Forests, N. D.; the CONSERVATOR of Forests, S. D.; the CONSERVATOR of Forests in Sind; the INSPECTOR GENERAL of Registration and Stamps; all DEPARTMENTS of the Secretariat.

NOTIFICATION.

The subjoined Government Resolution, No. 1854, dated 28th May 1881, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
14th June 1881.

Superannuation. No. 1854.

FINANCIAL DEPARTMENT.

Bombay Castle, 28th May 1881.

Resolution of Government in the Judicial Department, No. 2403, dated 12th April 1881—Forwarding a letter No. 615, dated 2nd idem, from the District Judge, Ratnágiri, regarding the retention in service of Ráo Báhádur Krishnaráo Sadáshiv Joglekar, First Class Subordinate Judge of Ratnágiri, who has been ordered to retire, until relieved by his successor; and referring to this Department for disposal the District Judge's request that some definite instructions may be issued for future guidance in similar cases.

Memorandum from the Officiating Accountant General, No. L.A. 1648, dated 28th April 1881—Stating that there is no definite rule as to the date from which an officer refused an extension of service must retire from the service, but when the refusal is unqualified the order of Government must, in his opinion, be carried out as soon as possible, that is, as soon as it can be communicated to the officer concerned; and adding that in the absence of special orders of Government to the contrary his office is bound to check the officer's pay from the date of his receiving the orders of Government.

Memorandum from the Judicial Department of the Secretariat, No. 3083, dated 16th May 1881—Stating that Government in that Department are of opinion that an officer who has been refused an extension of service should in the absence of specific orders to the contrary be allowed to continue in service until he is relieved by his successor.

RESOLUTION—Government in the Financial Department concur in the opinion expressed by the Judicial Department, which should be invariably acted upon.

J. B. PEILE,
Secretary to Government.

To the ACCOUNTANT GENERAL; the REVENUE and GENERAL DEPARTMENTS of the Secretariat; all HEADS of OFFICES under the Revenue, General and Financial Departments; all other DEPARTMENTS of the Secretariat (with spare copies for distribution to officers subordinate to them).

Portuguese Treaty.

NOTIFICATION.

The subjoined Government Resolution No. 1823, dated May 26th 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction.
18th June 1881.

Portuguese Treaty. No. 1823.

FINANCIAL DEPARTMENT.

Bombay Castle, 26th May 1881.

Telegram from the Government of India, Department of Finance and Commerce, dated 25th May 1881.

" Act giving force of law to Portuguese Monetary Convention passed to-day. Following notification issued which may be republished in to-morrow's *Bombay Government Gazette.* Notification begins—Number 791, dated 25th May. His Excellency the Governor General in Council is pleased to republish for general information the following extract, Article 6 of a Convention, dated 12th April 1880, between their Excellencies the Governors General of British India and Portuguese India, which has acquired the force of law within British India by Act XVII. of 1881 :—

" 6. All silver and copper Portuguese coins, coined under the provisions of this Convention, shall, while this Convention remains in force, be legal tender in payment or on account throughout British India to the same extent, and subject to the same exceptions in the case of coin which has been called in, or is under weight, or has been clipped, filed or defaced, as in the case of the corresponding silver and copper coins issued by the authority of the Government of British India for the time being in British India.

" All silver and copper coin which has been issued by the authority of the Government of British India shall, to the said same extent and subject to the same exceptions, be a legal tender in payment or on account, throughout Portuguese India.

" All Treasury and other officers of Government are directed to treat the new Portuguese coinage as legal tender accordingly."

RESOLUTION.—Copies of the above telegram to be forwarded to all Officers and Departments, to whom Government Circular No. 1772, dated 21st instant, was communicated for information and guidance.

2. The Notification to be republished at once in an Extraordinary issue of the *Bombay Government Gazette.*

J. B. PEILE,
Secretary to Government.

To the COMMISSIONER in SIND; the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER of Customs, Opium and Abkári; the COLLECTOR of Salt Revenue; the COLLECTOR of Bombay; all COLLECTORS, including the COLLECTORS and SUPERINTENDENTS in Sind; the ACCOUNTANT GENERAL; the COMMISSIONER of Paper Currency; all DEPARTMENTS of the Secretariat; A. T. CRAWFORD, Esq., C.S., British Delegate for the Portuguese Treaty.

Indian Art Exhibition, Calcutta.

Exhibitions—Calcutta.

No. 1705.

GENERAL DEPARTMENT.

Bombay Castle, 30*th May* 1881.

Letter from the Secretary to the Central Committee of Management for the Bengal Economic Museum, Calcutta, dated 16th May 1881—Forwarding, with reference to paragraph 2 of the letter from this Government to the Government of Bengal (No. 1053, dated 30th March last), 82 copies of the *Bengal Gazette* notification concerning the Exhibition of Indian Art manufactures which it is proposed to hold at Calcutta in December 1881; and adding that should this Government require a further supply of copies of the notification they will be immediately sent on application.

RESOLUTION.—The notification should be published in the *Bombay Government Gazette* for general information.

2. Copies of the notification should be furnished to the Editors of the *Times of India*, *Bombay Gazette*, *Jám-e-Jámshed*, *Bombay Samáchár* and *Akhbáre Sodágar*, and to the Secretaries of the Trades' Association and Chamber of Commerce, Bombay.

3. Copies should also be forwarded to the Commissioners, N. D., C. D., S. D., and in Sind, and to all Collectors, who should be requested to make known that it is proposed to hold an Exhibition in Calcutta in December 1881. The Superintendent, Sir Jamsetji Jijibhái School of Art, and the Curator of the Victoria and Albert Museum should be informed. Government desire that their officers should co-operate, as far as possible, in furthering the objects of the Exhibition, without incurring expenditure on account of the scheme.

J. B. PEILE,

Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER in Sind; all COLLECTORS, including the COLLECTORS and SUPERINTENDENTS in Sind; the SUPERINTENDENT, Sir Jamsetji Jijibhái School of Art; the CURATOR, Victoria and Albert Museum; the DIRECTOR of PUBLIC INSTRUCTION; the EDUCATIONAL DEPARTMENT of the

Secretariat; the REVENUE DEPARTMENT of the SECRETARIAT (with copies of the notification); the SECRETARY, Chamber of Commerce, Bombay; the SECRETARY, Bombay Trades' Association (by letter); the Editor, *Times of India*; the Editor, *Bombay Gazette*; the Editor, *Bombay Samáchár*; the Editor, *Jám-é-Jamshed*; the Editor *Akhbáre-Sodágar* (by Memorandum).

CALCUTTA EXHIBITION OF INDIAN ART MANUFACTURES, 1881-82.

UNDER the orders of the Lieutenant-Governor of Bengal, an Exhibition of Indian Art Manufactures will be held in Calcutta in December—January next.

2. The organization and management of the Exhibition has been entrusted by His Honour the Lieutenant-Governor to the Central Committee of Management for the Calcutta Economic Museum: Chairman, the Hon'ble H. T. Prinsep; Secretary, Mr. H. H. Locke —to either of whom communications on the subject of the Exhibition may be addressed.

3. As at present intended, the Exhibition will be confined to the higher Indian Manufactures under-named; but the Committee are authorized to add any other class hereafter, should it appear desirable to do so; and they will give careful consideration to any suggestions which intending Exhibitors, or others feeling interested in the undertaking, may be disposed to give.

Silk fabrics—corah, plain white, coloured and figured silks, tusser and other wild silks.
Muslin and other cotton fabrics, including durries, purdahs, and table-covers.
Mixed silk and cotton fabrics.
Embroidery and lace.
Carpets.
Mats and matting.
Manufactures from flax, hemp, cocoanut, and other fibres.*
Woollen fabrics.
Leather manufactures.
Gold and silver work, jewellery, &c.
Ivory and wood carvings, and inlaid work, including horn-work, turned-work, lacquered-work, straw and cane-work, and other fancy-ware.
Metal-ware.
Pottery.
Kishnaghur figures, and similar specimens of modelling.
Stone carvings.
Glass (including personal ornaments made of that material).
Shell carvings.
Cabinet-ware and Furniture.

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* This class will include Paper.

4. Gold, silver and bronze medals, and certificates of honourable mention, will be awarded by Committees of Jurors specially appointed for the purpose.

5. Notices should be sent by intending Exhibitors, describing the nature, and the number of the articles they propose to exhibit, and the space required for them. Such notices and applications for space should be addressed to the Secretary, Economic Museum, 12, Hastings Street, Calcutta, and should reach him as soon after the 31st July as possible, and *not later than the* 15*th September*, as after the latter date, it may not be possible for the Committee to guarantee any required space.

6. The articles for exhibition should reach Calcutta as soon after the 30th September as possible. The 1st November will be the latest date on which articles can be received, except in any special case which may have been previously settled between the Exhibitor and the Committee.

7. Exhibitors are particularly requested to state whether the articles they send are for sale, and to attach to each article, that may be for sale, its price, and the name and address of maker and of Exhibitor. The Committee should also be informed as to whether orders for the supply of duplicates of any articles can be executed.

8. Only one specimen of each kind of article sent by any Exhibitor will be placed in the Exhibition, but arrangements will be made for the establishment of a separate agency for the reception and sale of duplicates.

9. Unless accompanied by a statement to the contrary, all articles will be considered to be for sale, either at the prices marked thereon, or to the highest bidder at a public auction to be held at the close of the Exhibition.

10. It must be distinctly understood that, having regard to the space allotted for the Exhibition and the character and quality of the articles exhibited, the Committee reserve to themselves the right of rejecting any article.

11. The Exhibition will be open for about one month. On its close the unsold contributions will be disposed of by public auction, and the sums realized will be remitted to the owners, or the articles will be returned to them according to the way in which they may have declared their option.

12. The cost of carriage of all articles sent for exhibition must either be prepaid, or it must be distinctly understood that if sent "bearing" the amount of any carriage charges which may be paid by this Committee will be deducted from any sale proceeds. In no case will this Committee bear the cost of any carriage charges on account of articles which are *not* for sale.

By order of the Lieutenant-Governor of Bengal,
H. T. PRINSEP,
Chairman of the Committee.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT, FROM THE 16th APRIL TO 15TH MAY 1881.

16th April 1881.—Mr. Degvekar was appointed substantive *pro tem.* Shastri in the Belgaum High School, from the 24th November 1880 to the 18th of February 1881 (both days included).

16th April 1881.—Mr. Balabhái M. Munsiff is confirmed as 5th Assistant, Rajkot High School.

19th April 1881.—Privilege leave for one month and 20 days is granted to Mr. Balaji M. Bandivadekar, Assistant Deputy Educational Inspector, Satara Sub-division.

26th April 1881.—One year's leave without pay is granted to Mr. Kanthadgi K. Desai, Fifth Assistant Master, Surat High School.

6th May 1881.—Three months' extension of sick leave is granted to Mr. Khorsetji Jamsetji Madan, First Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay.

6th May 1881.—Mr. Shapurji Hormasji Masani is appointed Acting First Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay.

9th May 1881.—Two months' extension of sick leave from the 15th April 1881, is granted to Mr. P. F. D'Souza, First Assistant Master, First Grade Anglo-Vernacular School, Coompta.

12th May 1881.—Mr. Allihbax Moulvie Shah, Persian Teacher, Shikarpur High School, (now acting in the Salt Department), is appointed Persian Teacher N. J. High School, Karachi, *vice* Mr. Doulatram J., confirmed in the Judicial Department.

12th May 1881.—Mr. Fatehchand Vasanmal is confirmed as Persian Teacher, Shikarpur High School, *vice* Mr. Allihbax Moulvie Shah.

12th May 1881.—Mr. Kirpaldas Khemchand is confirmed as First Assistant Master, Anglo-Vernacular School, Sukkur, *vice* Mr. Fatehchand Vasanmal.

12th May 1881.—Mr. Manghumâl Menghraj is confirmed as Head Master, Anglo-Vernacular School, Tharashah, *vice* Mr. Kirpaldas Khemchand.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th May 1881.

Bombay Educational Record.

No. 7.] JULY 1881. [Vol. XVII.

THE MONTH.

THE Bombay University have abolished the regulation which required candidates for Matriculation to have completed their sixteenth year.

WE extract the following from the *Educational Times*:

"General Eaton, Superintendent of the Bureau of Education at Washington, has issued a circular showing the comparative statistics of elementary education in fifty principal countries of the world. We quote those which have one million pupils or over in the order of pupils in school:—

	Countries.	Population.	Pupils.
1.	United States	50,152,866	9,424,086
2.	France	36,905,788	4,716,935
3.	Prussia	25,742,404	4,007,776
4.	England and Wales	25,165,336	3,710,883
5.	Japan	34,245,323	2,162,962
6.	Austria	21,752,000	2,134,683
7.	Italy	20,801,000	1,931,617
8.	Hungary	15,666,000	1,559,636
9.	Spain	16,507,000	1,410,000
10.	Russia	78,500,000	1,213,325
11.	Ireland	5,411,416	1,031,995

"It will be seen that America and Ireland have the largest ratio of pupils to population—about 1 to 5, while Russia shows the smallest ratio—about 1 to 65."

The *Educational Times* appears to be ignorant of the fact that the number of boys and girls in the elementary schools of British India is considerably greater than the numbers credited to any one of the last four countries on the list, viz., Hungary, Spain, Russia and Ireland. At the end of March 1880, the total number of boys and girls in these Indian schools was 1,820,798—the boys being 1,738,524 and the girls 82,274. The number of children now attending these schools is probably over two millions.

The above table over-states the population of England and Wales. The only return available, when these statistics were compiled, was the census-return of 1871, according to which the population was 22,712,266, or 2½ millions less than General Eaton gives.

THE LATE DR. WHEWELL.[*]

DR. WHEWELL was undoubtedly the most misunderstood man of his time; and it needed some such volume as this to explain, to the many who knew him but did not like him, how much real good there was beneath that harsh and haughty exterior, which chilled so many who had a profound admiration of his great abilities and University services. That he towered far above almost every other Cambridge man of his time, all Cambridge men admitted; that he was the most unapproachable don that ever lived, was the immovable belief of every undergraduate of his day. Between him and the University life below him there was no sort of sympathy. The Master of Trinity had a plane all to himself, and rarely condescended to look down from it on the less favoured occupants of any plane below. Nobody in the University—at least during the period of our own residence there—1839 to 1842, was so unpopular as he, either amongst the men of Trinity or in the combination-rooms of other Colleges. Yet it would appear, from Mrs. Stair Douglas's book, that he was full of affection, geniality, tenderness, sympathy, and poetry. We have read every line of the book, and have tried to picture him as we knew him, and saw his goings out and comings in, forty years ago, and we find it impossible to conceive two more opposite phases of the same man than the domestic and academic phases of Dr. Whewell. Therefore we are thankful for the revelation which this volume gives of the inner life of one whose outer life was the reverse of winning.

The history of the scientific side of his life, with his masterly, we may say unrivalled, correspondence with men of letters and science, published a few years ago, abundantly showed how great he was in that line; but it needed the assurance of near friends, and the publication of some of his most private letters, to let the world see that he was not only great but good; and that, beneath the hard crust of donnish manner, there were many of the tenderest feelings of a man and a brother.

The lesson of his successful and most distinguished life is well worth learning, as an instance how the right use of great abilities, when pursued with vigour, perseverance, patience, and unswerving integrity, will conquer all opposing obstacles and lead the aspirant on to fame and fortune.

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[*] *The Life, and Selections from the Correspondence, of William Whewell, D.D., late Master of Trinity College, Cambridge.* By Mrs. Stair Douglas. Pp. 591. Kegan Paul & Co.

William Whewell was the eldest of seven children of a master-carpenter in Lancaster, who was possessed of some house-property. He was born May 24, 1794, and went at an early age to the Blue School of that town. Writing about him, Professor Owen says:—

"In a court lower down Brock Street, Whewell, the carpenter, dwelt and had his workshop. I remember both the father and grandfather of Dr. Whewell. The grandfather was a most venerable old man, who used to be brought out to sit in the sun in the square. He could tell of the passage through the town of the 'Scotch rebels' in 1745. The gardens of Mr. Rowley and my mother 'marched,' as the Scotch say; and it happened that Whewell, the father, was employed in some repairs of the dividing rail-fence. Between noon and 2 P.M. we left school for dinner, and Mr. Rowley found Whewell's son in the garden, his father having gone to his dinner. He entered into conversation with the boy, who was then at the 'Blue School,' and about to be apprenticed to his father, and was struck with his replies to questions as to what he had learnt, and especially in regard to his arithmetic. The father returning, Mr Rowley, expressing his opinion of the superior abilities of the youth, proposed that he should go to the Grammar School. The carpenter was a man of sound sense, and much esteemed, and stated obvious objections. 'He knows more about parts of my business now than I do, and has a special turn for it.' However, out of deference to the clergyman and head-master, he asked for a week to think it over. Mr. Rowley said he would find him in books, and there would be no expense for the teaching. So Whewell went." (P. 3.)

He is described as a "tall and ungainly youth;" and tall and ungainly he continued to the end of the chapter, though his massive head and grave face gave a certain dignity to him, which told the least intelligent observer that he was no common man. He had this remarkable appearance even as a boy; and it was this that attracted the attention of a neighbouring school-master, by whose wise counsel he was sent to the University. Entering in October, 1812, he took his degree in 1816, coming out as second wrangler, Jacob being first. He immediately began to take pupils, and was soon able to relieve his father of any call for pecuniary assistance. In 1817 he was made Fellow of Trinity, and writes thus to his sister:—

"As I have told you, you have to congratulate me upon being made fellow. The election took place this morning. Our eight senior fellows, after deliberating in the chapel for an hour this morning, elected me and five others. I had considered my chance to be good: and was, of course, rejoiced to find myself not disappointed. Other successes may have surprised and pleased me more for the moment; but this is one of the most substantial benefits at which you ever had to rejoice with me." (P. 34.)

He was now highly placed among the very *élite* of the University. He quite appeciated the position, and read hard that he might not only hold it, but advance from it to yet higher altitudes. At a comparatively early age, he became College Tutor—a position which, at Trinity, was one of the most lucrative in the University. Here he was associated with men who have since risen to eminence—Peacock, Thirlwall, Hare, Blakesley, Thorpe, Herschel, Sedgewick, and others. He was now fairly launched on the waters of academical life, with every thing in his favour. His letters about this time are extremely interesting, as showing how University life and duties presented themselves to his mind, and shaped or helped to shape, his course. They also show how glad he was of opportunities to impress his sisters, who lived in quiet retirement, with some of the lessons he himself was learning out in the active world. Thus, as to the advantages of fiction, he writes to his sister:—

"I hope you have gone on with Mrs. Opie. I am really desirous you should read some of the best works of imagination, because I think they may be of great service to you. In your very retired life they are an admirable means of acquiring, in a great measure, that knowledge of the principles and feelings which appear in human affairs, and the manners of different classes of society, of which you must otherwise be almost ignorant. Fictitious histories, written by persons of real talent and knowledge of human nature, give you something of the advantage which their society and conversation would, and supply you with the habits of practical thinking, and, consequently, of acting, which experience would only give you at a much dearer rate, even if it were to be had. I do not say that good novels can give you all the good effects of experience; but they are an admirable preparative, and may very much shorten the practical schooling, both in action and in manners, which almost everybody must have at some time." (P. 67.)

His vacations were spent in travelling wherever there was anything to be seen that suited his then course of reading. At one time he was examining mines in Cornwall; at another studying the stratifications of rocks. But constant travelling did not teach him the art of taking care of himself or his property. He was continually losing clothes, books, and other articles of value, but whether from actual forgetfulness or carelessness, does not appear. The following extract affords a good instance:—

"I got to Leeds, as I intended, very prosperously; but for the remainder of the journey I made more haste than good speed. Being resolved not to stand still, I did not stay an hour at Leeds, but got into a mail immediately, though it did not go exactly the way I wished it. However, I consoled myself by thinking that I should see Nottingham, which had never fallen in my road before. Accordingly, next morning I did reach Nottingham, but it was only to make the unpleasant discovery that I had brought with me some other person's portmanteau, and left my own. As I could not consent to take this loss without some attempt to rectify it, I resolved to go back two stages, and the whole of that day I was employed in going three times over the same everlasting piece of road in pursuit of my baggage.

"My chase was quite unsuccessful; so that, after leaving directions to have the things sent after me if it should turn up, I moved by such cross coaches as I could find towards Cambridge, without a single article in my possession except my cloak and umbrella. The succeeding night I was obliged to travel all night on the outside, and finding myself in the morning aground again, within two stages of Cambridge, I was so impatient of my want of baggage and want of sleep, that I got into a chaise and arrived here about half-past seven on Saturday morning. So far my expedition had been rather unprosperous; but it appears that my misfortunes nowadays are no longer of that irremediable kind which they used to be. On Tuesday morning last arrived the portmanteau which you sent, and with it, I am happy to say, the other, which had somehow joined company with it on the road, so that I am now as rich as ever again." (P. 97.)

His whole time at Cambridge was devoted to his work. Never was tutor more proud of his College, or more resolved to raise it to the highest point of fame. He had but little sympathy with the undergraduates; and was in that respect the very opposite of his colleague Thorpe, afterwards Archdeacon of Bristol, who took the most genial interest in the young men placed under him, having them to his rooms, and often conferring with them as to their reading plans and prospects.

It is amusing, in these days of rapid steaming, to come across a letter from Whewell to his sister more than forty years ago and dated from Clifton, then growing into favour as a quiet watering place, now containing 30,000 inhabitants.

"I am always glad to come to this place, which is very pretty and very pleasant. Although it is so near the great black city of Bristol, it is quite secluded and rural, with an open bushy down of great extent, and a most picturesque river valley.

"To-morrow I am going to see the *Great Western* steamboat, which has just come from America in twelve days and a half, and is now lying in the Bristol Channel. Pray ask William Newton how it came to pass that the people of Liverpool, who are generally more active and enterprising than the Bristolians, have allowed their rivals to get so much the start of them in this matter of American steam-navigation. The success of the experiment appears to me to be complete; and the people here are going to build another ship for the same service." (P. 193)

In 1840 Whewell reached his grand climacteric. In October he was married to Cordelia Marshall, daughter of a wealthy manufacturer at Leeds, and within a week afterwards received from Sir Robert Peel the offer of the Mastership of Trinity, vacant by the resignation of Dr. Wordsworth, father of the present Bishop of Lincoln. This was the goal of his ambition. He had no wish to be a Dean or a Bishop. To be head of Trinity and to promote reforms and improvements in the University, to make his mark there for ages to come—this was the work he set himself; and he enjoyed doing it. In particular, he was anxious to promote the study of the natural and moral sciences, and to reform many of the College statutes, especially with the view of getting rid of private tuition. The last 150 pages of this volume are almost entirely occupied with his exertions in this direction. In 1855 Mrs. Whewell died. The loss was severely felt by him, and the letters written at this time exhibit a heart open to the most tender and gentle influences, contrasting strongly with the austere and often irritable manner which generally characterised him. In 1858 he married a second time, the new wife being Lady Affleck, the sister of a friend and former Fellow of Trinity, Mr. Ellis, co-editor, with the late Mr. Spedding, of Bacon's Works. In one of his charming letters to his niece, Miss Kate Marshall (afterwards Mrs. Sumner Gibson), then just about to be married, he thus felicitously refers to both events:—

"I had almost forgotten that I had told you that I was a little melancholy, when I was with you; but I am now full of hope and happiness. All great changes are full of serious thought to us older people; and I could not but feel that I was losing you in a certain way—that you could not be to me exactly the Kate that you had been, though not less dear, and dear through new interests. But, as we cannot be happy exactly in the old way, I trust we shall find a new way not less heartfelt, when you have learnt to love my wife as she deserves, and I to love your husband, as I am ready to do. So, come here, darling child, and let us begin our new life—you in your bright youth; I in an age not too far advanced to prevent my affections, both old and new, from being very warm and strong—as I need not tell you." (P. 504.)

In 1865 Dr. Whewell was widowed a second time; and, in the following year, he died from injuries sustained by a fall from his horse. He had accomplished all that he had set himself, had lost nearly all the friends of his youth, was seventy years of age, had finished his grand additions to his College, which had cost him nearly 100,000*l.*, and had made all his testamentary arrangements. There was nothing more to live for, and little to grieve for when he was gone; for who can grudge rest to a laborious man when his work is done! A large number of readers, and nearly every Cambridge man of Whewell's time, will thank Mrs. Stair Douglas for this deeply interesting volume, which supplies exactly what was wanting to present Whewell to the world as he really was, rather than as he merely seemed.—*School Guardian.*

"MILTON AND JOHNSON AS SCHOOLMASTERS."

A Lecture by Dr. R. Wormell.

The subject of this lecture is, probably, not so well suited to stimulate discussion as those that are generally chosen for your monthly meetings, but it was suggested to me by our surroundings in this room None but a man inclined to honour the schoolmaster could have brought together the collection of portraits which decorates these walls. The collection was made and presented to the College by the late Professor Hodgson, and the first reflections that naturally occur to one, on looking over the series, have reference to the donor. What an evidence of the catholicity, so to speak, of his mind and character! There are here teachers of many subjects, men of all denominations, tutors of all the universities, all the great public schools, and masters of private schools. And there is a good old print of Thomas Chapman, Schoolmaster. Before that portrait I bow with reverence. I know nothing of him but what is there recorded. He might have stalked before us with a D.D., M.A., F.C.P., as Principal of the High Jinks Academy; but he comes with bold humility, as Thomas Chapman, Schoolmaster. There are interesting comments on some of them, as, for instance, of Jean Jacques Rousseau, "His life one long soliloquy." Of another, whom we need not name,—"may we never see his like again,"—"A Plagosus Orbilius of the old bad type (type from τύπτω)."

We may gather Prof. Hodgson's view of the value of such a collection from some editorial remarks of his. Horace Mann, in an account of a tour amongst schools on the Continent, said,—"In Germany, where every thing except war and military affairs is conducted on an inexpensive scale, the walls of the school-rooms are often adorned with engravings of distinguished men; and throughout Prussia and Saxony a delightful impression was left on my mind by the character of the persons whose portraits were thus displayed. They were the likenesses of good men rather than great ones, frequently of benefactors of the young, whose countenances were radiant with the light of benevolence, and the very sight of which was a moral lesson to the susceptible hearts of children. In this respect they contrasted most strongly with England, where the *great* always take precedence of the *good*, and there are fifty monuments and memorials for Nelson or Wellington to one for Howard or Wilberforce."

Now, in editing these remarks, Prof. Hodgson writes,—"It is not easy to overrate the importance of this suggestion for the useful ornament of schools." He then quotes Sallust,—"I have often heard that Q. Maximus, P. Scipio, and other distinguished men of our city used to say, that the sight of the portraits of their ancestors filled their souls with an ardent love for virtue; not that mere waxen images had in themselves such power, but it was remembrance of their deeds which kindled in the hearts of these great men a flame that would never cease to burn until they had equalled their ancestors in virtue and glory." "When the portraits of illustrious men are not treasured up with tears and reverence, it must be that virtue has ceased to inspire the heart with delight, and the mind with admiration."

In contemplating any collection of things, there are two natural operations the mind sets itself to work upon—first, the instituting of comparisons, the tracing of resemblances; and, secondly, the searching for contrasts, the tracing of differences. Now I wish to select two of these portraits, and to exercise upon them chiefly the second of these processes. Milton and Johnson probably have more points of difference than of resemblance. Both were giants as regards intellect; in both there were features of character that we may well love and venerate; they occupy first places in the first rank of men. Both could be bitter and violent to opponents, and were even ferocious when attacked; but they were as unlike in character and temperament as in countenance and physical appearance.

We all know them well by sight. Milton was of middle height, of fair and delicate complexion, having dark grey eyes and oval face, and auburn hair falling on his shoulders. His gait was erect and manly; and as one of his biographers has told us, he "lodged a harmonical and ingenuous soul in a beautiful and well-proportioned body."

Johnson's life was despaired of in the beginning, and he grew up sickly. His complexion was muddled, his face scarred and roughened with rugosities; he "was blind of one eye and short-sighted with the other"; his form was ungainly, and his movements awkward. He is described, on his introduction to Mrs. Porter, at the age of twenty-seven, as lean and lank, an immense structure of bones, with a face "hideously striking," and hair straight and stiff and parted behind.

They were born at different times, exactly a century apart, and bred in different atmospheres. Milton was born in 1608, at the Spread Eagle in Bread Street, was educated at St. Paul's School, and from the very beginning of the reign of Charles I. was led into sympathy with the most advanced of Charles's opponents.

Johnson was born in 1709, at Lichfield, a cathedral town that had little sympathy with the reigning house, and whose preachers in Johnson's youth were continually recounting fond recollections of the times of the Stuarts, and labouring to keep green the memory of that famous Archbishop who lost his head for his devotion to his order. The influence of these prejudices gave the tone to Johnson's mind, and the image of the solemn aisles of the cathedral seems never to have left his memory.

Hence, Milton was a Republican, Johnson a Tory and a Jacobite; Milton a Dissenter and a Disestablisher, Johnson a High-Churchman. Milton never hesitated in his advocacy of reform; he made straight for the root of every abuse he thought he detected. Johnson never once slipped into liberality, or sanctioned innovation.

Fortune smiled much more constantly on one than on the other. Milton, favoured by her in the spring, was forsaken in the autumn of life. No one can doubt that his own Samson was the image of himself. The strong warrior became the blind and despised sufferer. The Philistines mocked him and his cause, and piled their grossest indignities upon him, but he never lost faith in the final victory. Milton was victorious in death, Johnson in life.

Johnson began in London by proving that a man might live at that time for £30 a year; but he must sleep in a garret, breakfast at a coffee-house for 3*d*., dine for 6*d*., drink no wine, but bribe the waiter with the customary penny to ensure civility, and visit his friends on clean-shirt day. He struggled for years at the merest drudgery in the printing office of Cave, at St. John's Gate. But when prosperity once set in, it seems never to have deserted him. When once it was kindled, renown continued to blaze about his name. He was distinguished by his sovereign, and rewarded by a substantial pension of £300 a year. His circle of acquaintances embraced nearly all the eminent personages of the day—Goldsmith and Burke, Thurlow and Adam Smith, Charles Fox and Sir Joshua Reynolds, Garrick and Peg Woffington, Topham Beauclerc, the scholar and wit, and Boswell, the shrewd and devoted biographer. He took tea and talked with learned women, Mrs. Carter, Hannah More, Fanny Burney, Mrs. Lennox. In the last years of their lives, we find Milton calmly awaiting and longing for death, Johnson morbidly anxious to live.

Both, in the beginning of their careers, were actual schoolmasters. In 1639, after his return from Italy, Milton took a house in St. Bride's Churchyard, and afterwards one in Aldersgate Street, for the instruction of the children of some of his friends. He must have strained a point to hire a house in such a locality, for Aldersgate Street is described by writers of the time as resembling a street in an Italian city, and containing the residences of several noblemen. Of all his pupils, the names of John and Edward Phillips only have come down to us. They were his sister's children, and younger brethren of that "fair infant whose death by a cough" is commemorated in his first poem. Both these became industrious writers. They were Royalists, and fell into the licentiousness that grew out of the reaction of the restoration. The last of many books written by Edward Phillips was a biography of his uncle. In it he recurs with affectionate reverence to the education he received in Aldersgate Street. He gives an account of that education, and shows that it embraced every kind of study then possible. He speaks with warmth, and with something of remorse, of the blessings which his school-years might have been to him, if he had passed them aright.

Johnson, too, was at first a schoolmaster. He was sent to

Pembroke College, Oxford; but through his father's bankruptcy, his resources failed, and he was not able to complete his studies. He left college dispirited, mortified, in debt, and without a degree. His father soon after died, and, after the sale of his father's effects, Johnson had £11 with which to begin an independent career. His feelings at this juncture are recorded in his diary, where he prayed that his faculties might not be impaired by his poverty, and that indigence might not force him into crime. He became a teacher at Market Bosworth, but was not at all happy in this position. He then settled at Birmingham. After his marriage with Mrs. Porter, he set up a school at Edial, near Lichfield; but his pupils were few, and in two years he was compelled to break up his establishment. Probably we should never have heard the name of one of his pupils, but for that memorable journey in which master and pupil found themselves on the same road with faces in the same direction—two needy, hungry, penniless adventurers, but both destined to secure fame. Samuel Johnson, the master, was to become the monarch of literature; David Garrick, the pupil, to become the prince of players. The friendship that existed through life between this dissimilar pair was cemented and sustained more by the memory of that journey than by anything that happened in the school-room. Picture them,—the huge awkward man; with clothes ill-made and shabby, rolling with uncertain equilibrium in the saddle on a sorry high-boned nag; and a stripling of short stature, but light and graceful figure, trudging on foot, and striving, with his ringing joke and chirrupy laugh, to dispel the gloom that seemed in danger of settling on the elder. They had one horse between them, and at times Johnson was glad to dismount for a while from his hard-trotting hack to stretch his stiffened limbs, and Garrick, wearied and footsore, was glad to vary his discomfort by mounting in Johnson's place.

Now, what results have we of the school-experiences of these men? Milton was a true schoolmaster; his work formed a series of experiments, leading him to build up a complete scheme of education—of such a liberal education as would "fit a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war." This definition has been so frequently quoted of late that it is almost trite. Milton's scheme, sketched in his letter to Mr. Samuel Hartlib, a German teacher in London, tells us what he learnt, and what we may learn by his school-experiments. He never pretended that they worked wonders, he did not even allude to them in his writings; but the scheme described in the letter resembles in all its principles that which Edward Phillips speaks of. It had reference to actual living boys, whom he had seen and tried to form.

To some extent, his idea of education is Baconian; not that he had Bacon's preference for physical studies, but that he adopted Bacon's method. He provides alike for Scientific Education, and what we have lately called Technical Education, but not to the exclusion of the studies of Language and the Humanities. He considered that the division of educational establishments into classical or literary schools and scientific or mechanical schools—or, as we may call them in these days, gymnasia and real-schools—is unnecessary and artificial; that the knowledge of words is best obtained in union with the knowledge of things; that each is helpful and necessary to the other. He protests against "the preposterous exaction of forcing the empty wits of children to compose themes, verses, and orations," as a way to obtain a knowledge of language. He does not affect to despise such exercises, as some classical scholars of our day have done; but he regards them as "the acts of ripest judgment, and the final work of a head filled by long reading and observing, with elegant maxims, and copious invention." He looked upon Language as a means of culture, but at the same time he regarded Language as "but the instrument conveying to us things useful to be known." He insisted that our youths should acquire an early experimental training before proceeding to more abstract lore; otherwise we shall have to complain that "they grow into a hatred and contempt of learning," and that, when "poverty or youthful years call them importunately their several ways, they hasten to an ambitious and mercenary or ignorantly zealous divinity," or to the "mere trade of law," or to "State affairs with souls so unprincipled in virtue and generous breeding, that court shifts and tyrannous aphorisms appear to them the highest points of wisdom."

Now, there are several points to notice in this scheme, and the experience that dictated it.

First, Milton's experiments were not carried on for any great length of time. School-craft is not one of those arts that can be learnt in six lessons. Milton's scheme is that of a man who has made bold experiments that are leading him in the right direction, but are not numerous enough to carry him far. We may, if we wish it, find much in his scheme to criticize, and even to ridicule. His own amazing powers of acquisition led him to overrate the powers of boys, and he had not had sufficient experience in teaching to correct the error.

Secondly, we must be prepared to consider the general principles he advocates, without reference to the text-books he recommends. He could refer only to the classical books that his own reading had brought before him. His suggestions are not the less valuable, because we have means of carrying them out that he could not dream of. No one now supposes that Natural Philosophy can be learnt from Seneca, or Agriculture from Cato or Columella.

Thirdly, there is abundant evidence of his thought and observation on school matters, in the arrangement of subjects to be studied at different hours in the day. These subjects are so varied in character that the whole day can be utilised without the pupil being exhausted by fatigue. The severer studies are placed early in the day, the lighter and more conversational towards the evening. Music is recommended, not as a graceful recreation to a few, but as an instrument of making all the pupils "gentle from rustic and distempered passions."

Fourthly, the scheme includes what we have lately called Technical Education. He would have us conversant with facts and principles, rather than names. He always aims at the useful. Men having practical skill are to be appealed to for aid. The pupils are to have "the helpful experiences of hunters, fowlers, fishermen, shepherds, gardeners, and apothecaries," to assist them in their natural studies. These studies are to increase their interest in reading. They are to study medicine, and what we now call Animal Physiology, or Biology, that they may perhaps "save armies by frugal and expenseless means, and not let the healthy and stout bodies of young men under them rot away for want of this discipline."

Fifthly, from Milton's treatment of his daughters, we know that he must have been unaware of the fact that the principles of education he so ably advocates, are as applicable to females as to males. Milton did not comprehend what I may call the identity of the laws of psychological development in men and women. His sonnets and his tracts show that he recognised many good qualities in women having reference to love, home-life, conversation, and piety, but he always makes her inferior in intellect to man. Had he but continued his experiments in education in connection with his own daughters, he might have learnt to adopt the principles of his plan to female education, and have found more comfort in the contemplation of the result of their training. They were condemned, we are told, to read whatever book he wished to hear, no matter what language it might be written in, without any thought on his part of how much they understood of it or the amount of interest they could have for the subject. They endured the task for a time. The irksomeness of it could not be long concealed, and hence he refers to them, in the end, as his "unkind children."

Now, let us turn to Johnson's criticisms of Milton the Schoolmaster. He was unfair to Milton in respect of his other work. He thought Lycidas, for instance, easy, vulgar, and disgusting. He was blind to all the beauties of the song, and sharp-sighted for its defects. But when he takes up Milton the Schoolmaster, he yields to rancour and ferocity. He himself had been a Schoolmaster,—and is it not true, as a rule, that the fiercest denunciation a schoolmaster encounters, the unfairest criticisms, the most illiberal interpretation of his motives, the most merciless exposure of his peculiarities and eccentricities, are the productions of those who are or have been in the same profession? Such has been my experience, and I fear it is not singular. The teacher is not without honour, save amongst his own brethren. For instance, Thomas

Carlyle for twelve years was engaged more or less in school-keeping or teaching; and every educational periodical that has lately reviewed his life, has apologised to the world for this part of it. It is true, he himself has set the example, but many are the unkind things that have been said by Thomas Carlyle. Amongst them not the least fierce are the unkind things that the eccentric author has said of himself the Schoolmaster. Nevertheless, there are true and apt maxims and aphorisms on education in "Sartor Resartus," and other works, which would never have been created but for the author's experience as a teacher.

But we must return to our heroes. Johnson points out that several of Milton's biographers have shown a desire to shrink from this passage of his life altogether, and have wished to represent his teaching as gratuitous. Johnson ridicules this folly, but sneers at Milton for returning to England because he thought his countrymen were engaged in a struggle for liberty, and then vapouring away his patriotism in a private boarding-school. To one not determined to ridicule, it would probably occur that the scheme of the private boarding-school was the means of preventing his vapouring away his patriotism, by securing him against the bribes of the court, and making him independent of his pen. Edward Phillips neither speaks of this occupation of Milton as a disgrace, nor hints that he undertook it without remuneration.

Johnson next speaks of the small fruit which proceeded from the "wonder-working academy" in Aldersgate Street. The fruits were no doubt unripe, and so far unsatisfactory; but, as we have pointed out, Milton never claimed to have done wonders.

Johnson's next objection is based on the comparative worthlessness of the physical sciences. In these days, it is unnecessary to reply to this objection. It is simply barbarous now to attempt to undervalue the importance of the physical sciences.

He next maintains that the formation of a noble and useful character is the true end of education—a proposition that Milton would not have contradicted.

He objects to Milton's scheme, that a knowledge of external nature is not "the great or the frequent business of the human mind," whilst prudence and justice are virtues and excellences in all times and in all places. But this objection is inapplicable to Milton's scheme. Milton agrees with Johnson and with ourselves, that the purpose of education is the formation of brave men and good citizens. The difference is in the means. Is it true, as Johnson would seem to have us believe, that the study of nature does nothing to aid the development of prudence and other virtues? It is not difficult to prove the contrary. We know that, with the extension of the comforts which the physical sciences devise for our use, we are exempted from temptations to evil that are often otherwise irresistible, that we become more decent in manners and purer in sentiment. Morals are strengthened, and religious life made possible, by our being lifted above the grossness and debasement of a mere animal existence. The study of nature may be as efficient in promoting the virtues of "prudence and justice," as the study of the "Iliad" of Homer, or the "Odes" of Horace.

It was not to be expected that Johnson could appreciate such a course. His political creed and his temperament forbad experiment. He belonged to the class of men who fix their attention so entirely on the good features of existing things as to ignore even the defects that admit of remedy, and to feel but one desire, namely, to keep them as they are. It was not possible for him to approve of the study of physical science. It was equally impossible for him to make experiments in education.

In conclusion, I venture to affirm with regard to Milton's system, that it is based on the experiments of a teacher, as well as on those of a moralist and patriot; and, though it contains mistakes which are easily detected, it foreshadowed our latest advances; its aims were as noble and practical as any that were ever conceived; and it bears evidence of a righteousness of purpose that we may well admire and emulate. The forms of expression that he employs whenever he discusses educational matters, seem to show that the ghost of an ancient fallacy exerted a tacit influence over him. He speaks as if he held the opinions that there are certain things and certain laws that are theoretical, rational, and discovered by contemplation, the study of which is noble and honourable; and that there are other things and other laws that are practical or mechanical, and are discovered by experience, the pursuit of which is ignoble and vulgar. Whereas, as we now know, and as Milton seemed to foresee, there is not a double system, but one harmonious system of laws in the universe, and that for its elucidation experiment and contemplation must go together.

NOTICES TO CORRESPONDENTS.

G. K. S.—We cannot find space for your paper.

A Matriculated Student is of opinion that the study of Rhetoric is much neglected in our schools and colleges, and suggests that a Rhetoric class should be opened in Elphinstone College.

☞ *The Editor invites communications on subjects connected with Education, and also contributions of Educational Intelligence in the shape of reports of meetings, school examinations, &c., from all Officers of the Department, and from other persons interested in Education. Schoolmasters in particular are invited to make free use of the correspondence columns of the "Record" for the interchange of experiences, and the mutual elucidation of difficulties connected with the management of their schools. It is hoped, too, that students will avail themselves of the opportunities offered by the "Record" for the discussion of points of scholarship in Philology and Mathematics, and the communication of "Notes" on their various subjects of study.*

GOVERNMENT CENTRAL BOOK DEPÔT.

List of New Books received in the Government Central Book Depôt, Bombay, from the 16th May to 15th June 1881.

Fresh Supply Purchased.

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	Rs.	a.	p.
Navalram's Vyatpattipatha; or a Manual of Gujarati Etymology	0	10	0

New editions published.

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	Rs.	a.	p.
Patavardhan's Ujalanichen Pastaka, 5th Edition, 1881	0	1	0

Government Publications.

ENGLISH.

	Rs.	a.	p.
Selections from the Records of the Bombay Government No. CLIV. New Series—Papers relating to the Revision of the Rates of Assessment on the expiration of the First Settlement in the old Dambal Taluka and old Mulgand Mahal of the same Taluka of the Dharwar Collectorate	1	8	0

N. V. BAPAT,
Curator.

List of Books suitable for Prizes and Libraries offered at Reduced Prices.

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Palgrave's Golden Treasury	2	4	0	1	4	0
Prescott's Ferdinand and Isabella	2	8	0	1	8	0
Shakespeare's Tempest (Chambers)	0	4	0	0	2	0
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NAMES OF BOOKS.	Present Price.			Reduced Price.		
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Ditto ditto Book II. (Do.)	1	4	0	0	12	0
Sewell & Young's European History, Part I.	3	0	0	1	8	0
Ditto ditto Part II.	3	0	0	1	8	0
Schmitz's History of Rome	3	12	0	2	0	0
Whitney's Language and Study of Language	5	4	0	4	0	0
Butler's Ancient Atlas	6	0	0	3	0	0
Gleig's Atlas of Physical Geography	0	6	0	0	4	0
Harrow School Atlas	6	4	0	4	0	0
Johnston's Half-Crown Atlas of Political Geography	1	4	0	0	12	0
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Ditto—Half Crown Historical Atlas	1	4	0	0	12	0
Long's Junior Atlas	2	8	0	1	8	0
Johnston's Atlas of Physical Geography ...	6	4	0	4	0	0
Public School Atlas of Ancient Geography..	2	8	0	1	8	0
Butler's Modern Atlas	5	4	0	4	0	0
Ditto Junior Ancient Atlas	2	4	0	1	4	0
Ditto do. Modern Atlas	2	4	0	1	4	0
Spruner's Historical Atlas...	7	8	0	5	0	0
Hugh's Atlas of Modern Geography	5	4	0	4	0	0
Griffiths's Valmiki Ramayan, Vol. I.	6	0	0	3	0	0
Ditto ditto Vol. II.	6	0	0	3	0	0
Ditto ditto Vol. III.	4	8	0	3	0	0
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Bhikaji's Sharir Shastra.	7	0	0	5	0	0
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Candy's Manual of Geography, Part I.	1	0	0	0	12	0
Do. Ditto Part II. ...	1	6	0	0	12	0
Chiplonkar's Translation of Arabian Nights Part I.	1	8	0	0	12	0
Ditto do. Part II.	1	8	0	0	12	0
Ditto do. Part III.	1	8	0	0	12	0
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NAMES OF BOOKS.	Present Price.			Reduced Price.		
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Chiplonkar's Life of Socrates	0	6	0	0	5	0
Gopal Shivram's Shastra Vaidyaka	5	0	0	3	0	0
Goldsmith's History of England translated, Part I.	0	12	0	0	8	0
Ditto ditto Part II.	0	12	0	0	8	0
De Morgan's Arithmetic	1	0	0	0	8	0
Ditto Algebra	1	0	0	0	8	0
Karkare's Euclid	0	14	0	0	10	0
Narayan Daji's Anshadhi Vidya	6	0	0	4	0	0
Sakharam's Vaidya Tatva	7	0	0	5	0	0
Karsandas's Travels in England, translated by Mr. Bhagavat	6	0	0	4	0	0
GUJARATI AND ANGLO-GUJARATI.						
Bhagvanlal's History of Kattiawar	3	8	0	2	0	0
Karsandas's Travels in England	6	0	0	4	0	0
Mahipatram's History of England	1	6	0	1	0	0
Ditto Padartha Vidnyan, old Edition	0	5	0	0	3	0
Pitamber's Manoyatna	1	4	0	0	12	0
Taylor's Grammar, large	3	0	0	1	8	0
Yadnik's Translation of Shakuntala	3	8	0	2	0	0
LATIN.						
Cæsar's Commentary De Bello Gallico, by Long	2	12	0	1	8	0
Horatii Opera Omnia, with English Notes, by Macleane	3	4	0	2	0	0
Ovidii Nasonis—Fastorum Libri Sex, with English Notes by Paley	2	8	0	1	8	0
Smith's Principia Latina, Part I.	1	4	0	0	12	0
Do. Do. Part II.	1	4	0	0	12	0
Do. Do. Part III.	1	4	0	0	12	0
Do. Do. Part IV.	1	4	0	0	12	0
Do. Do. Part V.	1	0	0	0	12	0
SANSKRIT.						
Talekar's Sanskrit Grammar	2	0	0	1	0	0

NAMES OF BOOKS.	Present Price.	Reduced Price.
HINDUSTANI, &c.	Rs. a. p.	Rs. a. p.
Kutbudin's Sahlool Hisab	1 6 0	1 0 0
Rollin's Ancient History, Part II.	0 14 0	0 8 0
Ditto ditto Complete in 3 Parts...	2 13 0	1 8 0
Senior's Political Economy	2 13 0	1 8 0
Wilkison's Geography, Part I.	0 14 0	0 8 0
Ditto ditto Part II.	0 13 0	0 8 0
Fattah's Khajanat ul-Uloom, Part I.	0 8 0	0 4 0
Ditto ditto Part II.	0 12 0	0 4 0
Ditto Masadirool, Afal	0 10 0	0 4 0
Ditto Mizame ul-Asma	0 12 0	0 6 0
Ditto Ashraf ul-Quawanin	0 6 0	0 4 0
Fallon's Law and Commercial Dictionary	5 0 0	3 0 0
ENGLISH.		
Haug (*Dr. Martin*)—An old Pahlavi Pazand Glossary, edited, with an Alphabetical Index, by Dastur Hoshangji Jamaspji Asa; a revised and enlarged edition, with an introductory Essay on the Pahlavi language	12 0 0	6 0 0
Haug—An old Zand Pahlavi Glossary, edited in the original characters, with a transliteration in Roman letters, an English Translation and Alphabetical Index, revised, with Notes and Introduction	7 0 0	5 0 0
——The Book of Arda Viraf; the Pahlavi Text prepared by Dastur Hoshangji Jamaspji Asa, revised and collated with further MSS., with an English Translation and Introduction, and an Appendix containing the Texts and Translations of the Gosht-i-Frijano and Hadokht-Nask	12 0 0	6 0 0
——Glossary and Index of Arda Viraf, &c.	8 0 0	4 0 0
Macnaghten (*C.*)—Macaulay's Horatius, with Notes and English and Gujarati Vocabulary	1 0 0	0 8 0

NAMES OF BOOKS.	Present Price.			Reduced Price.		
ENGLISH—*contd.*	Rs.	a.	p.	Rs.	a.	p.
Pitale (*G. M.*)—Bombay University Examination Question-Papers from 1859 to 1866:—						
Matriculation.						
Portuguese	0	4	0	0	2	0
Marathi	0	6	0	0	3	0
Gujarati	0	6	0	0	3	0
Sindi	0	4	0	0	2	0
——Ditto ditto from 1861 to 1868:—						
First Examination in Arts.						
English	0	10	0	0	5	0
Marathi	0	13	0	0	6	0
Gujarati	0	11	0	0	5	0
Sanskrit, Latin, and Greek	1	2	0	0	9	0
History and Geography	0	4	0	0	2	0
Mathematics	0	7	0	0	4	0
Butler, Analytical Geometry, Chemistry, Heat and Electricity	0	4	0	0	2	0
Logic	0	4	0	0	2	0
——Ditto ditto up to 1870:—						
B. A. Examination.						
Marathi	1	4	0	0	10	0
Gujarati	0	14	0	0	7	0
——Ditto ditto up to 1868:—						
M. A. Examination.						
English from 1863 to 1866	0	8	0	0	4	0
Sanskrit and Latin ditto	0	12	0	0	6	0
History and Philosophy, from 1862 to 1868.	0	12	0	0	6	0
Mathematics and Natural Philosophy, from 1865 to 1868	0	12	0	0	6	0
Ratnagar—Short Essays for Indian Students	1	0	0	0	8	0
Raju (*W. E. D.*)—The Elements of Hygiene; or Easy Lessons on the Laws of Health...	1	4	0	0	12	0
ANGLO-SANSKRIT AND SANSKRIT.						
Bhau Daji—Kalidasa's Kumar Sambhava.	3	0	0	1	8	0
Godbole (*N. B.*)—Æsop's Fables, Part I. (containing sixty Fables of Æsop), translated from the Marathi	0	8	0	0	6	0

NAMES OF BOOKS.	Present Price.	Reduced Price.
GUJARATI.		
Ambalal—Political Economy	3 0 0	2 0 0
Behramji Mervanji—Niti-Vinod; or Pleasures of Morality	2 0 0	1 0 0
Dastur Jamaspji—Phalavi, Gujarati, and English Dictionary, Vol. I.	5 0 0	2 8 0
——Ditto ditto Vol. II.	5 0 0	2 8 0
Dhirajaram—Anatomy, Descriptive and Surgical. Part I. Osteology	8 0 0	4 0 0
——Ditto ditto Part II. Articulations and Muscles	8 0 0	4 0 0
Ichhashankar Amtharam—Jadu Kapata Prakash, Part I.	2 8 0	1 8 0
——Ditto ditto Part II.	3 0 0	1 8 0
Peshotun Dastur Behramji Sanjana—The Dinkard, Vol. I.	5 0 0	2 8 0
——Ditto Vol. II.	5 0 0	2 8 0
Premanand—Dashamaskandha-Bhagavat, edited by Narmadashankar Lalshankar	7 0 0	5 0 0

DEPARTMENTAL NOTICES.

Government Savings Bank.

NOTIFICATION.

The subjoined Government Resolution No. 1990, dated 7th June 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd June 1881.

Government Savings Bank.

No. 1990.

FINANCIAL DEPARTMENT.

Bombay Castle, 7th June 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 771, dated 23rd May 1881 :—

Read again—

Financial Resolution No. 2046, dated the 17th August 1872.

Read—

Letter from the Comptroller General, No. 276, dated the 10th January 1881.

"RESOLUTION—The Comptroller General submits for orders a proposal originated by the Government of Bombay—

(i) to permit contractors to make security deposits in the Savings Banks; and

(ii) to grant interest on the actual amount of such deposits without reference to the limit laid down by Rules IV. and VII. of the Savings Banks Rules.

"2. The Comptroller General objects to the principle of this proposal, on the ground that such deposits do not come within Rule II. or Rule XII. of the Rules, and that they should be made in the form of deposits of Government paper.

"3. The admission of these deposits is, no doubt, foreign to the general object of the establishment of Savings Banks, and, as a rule, it is proper and more convenient that they should be made in Government paper.

"4. But the practice of allowing contractors' deposits in certain cases to be placed in Savings Banks has existed for a long time; and by the proceedings of August 1872 the rule by which such deposits were permitted, was extended to 'all Government Savings Banks in India and to all moneys deposited as security for the performance of contract or of public duties.' The plan has proved to be of great practical advantage to petty contractors, and it is extensively worked in some places.

"5. The Governor General in Council will not therefore change the practice in respect to the admission of such deposits in Savings Banks; but as the principle of the concession applies only to deposits of small amounts, His Excellency in Council considers it inexpedient to permit any relaxation of the ordinary rules as regards the yearly amount of deposit or the maximum monthly interest allowable."

RESOLUTION.—Copies of the above Resolution to be forwarded to the Military Department of the Secretariat and the Accountant General, with reference to Government Resolution No. 114, dated 8th January last.

2. Copies to be forwarded to all other Departments of the Secretariat and all Heads of Offices under those Departments, as also to the Secretary, Government Savings Bank, for information.

H. A. ACWORTH,
Acting Under-Secretary to Government.

To the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT, (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT GENERAL; the SECRETARY, Government Savings Bank.

NOTIFICATION.

The subjoined Circular is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th June 1881.

Menials not to be supplied with Liveries, Cumblies, or Umbrellas.

Circular No. 50.

FINANCIAL DEPARTMENT.

FROM THE ACCOUNTANT GENERAL, BOMBAY.

TO THE COLLECTOR OR OFFICER IN CHARGE TREASURY.

Dated Bombay, 4th June 1881.

SIR I have the honour, in reference to Government Resolutions marginally noted, to intimate that Menial Servants other than peons are not entitled to liveries, cumblies, or umbrellas at the expense of Government.—

No. 4612, dated 12th December 1878, F. D.
No. 1100, dated 29th March 1880, F. D.
No. 1381, dated 22nd April 1880, F. D.
No. 1620, dated 10th May 1881, F. D.

I have, &c.,
(Signed) E. T. ATKINSON,
Accountant General.

Teachership-Examination.

MEMORANDUM.

The Educational Inspector, Central Division, gives notice, that an Examination of Matriculated Candidates for Teacherships in Government High and Anglo-Vernacular Schools will be held at Poona on the 8th day of August 1881.

2. The Examination is voluntary, and is open to all persons who have matriculated.

3. Candidates who present themselves at this Examination and obtain Certificates will be selected for appointments in preference to unmatriculated persons.

4. Persons already holding appointments as Teachers in High or Anglo-Vernacular Schools are not compelled to appear at this

Examination; but by appearing and obtaining a Certificate they will establish a claim to promotion over uncertificated teachers.

5. The subjects of Examination will be—

(*a*) Written translation from English into Maráthi and Maráthi into English. Also, if the candidate desire it, written translation from English into Latin or Sanskrit, and from Latin or Sanskrit into English.

(*b*) *Vivá voce* translation from and into the same.

(*c*) *Vivá voce* Examination in Elementary History and Geography and Elementary Astronomy (Matriculation Standard).

(*d*) A paper in Arithmetic, and the first two books of Euclid.

(*e*) A paper and *vivá voce* Examination in "Fowler's Discipline and Instruction," which is the text-book on the Art of Teaching appointed for this Examination.

6. The Examination will be held by a Committee consisting of the Educational Inspector, Central Division, as President, the Head Master, Poona High School, and the Professor of Sanskrit, Deccan College.

7. Certificates will be given only to those candidates who get at least 30 per cent. of the marks on each subject, and 50 per cent. of the total number of marks for all subjects. The certificate will indicate the relative merit of the candidate by a number showing his place in the list of successful Candidates. A register, kept in the office of the Director of Public Instruction and Educational Inspector, will show the marks obtained by each candidate in each subject, and will be used as a guide in making appointments.

8. Candidates who intend to offer themselves for Examination in August 1881, are requested to send their names to the Educational Inspector, Central Division, on or before July 25th, and to state whether they desire to be examined in Sanskrit or Latin.

T. WADDINGTON,
Educational Inspector, C. D.

Poona, Office of the Educational Inspector, C. D.,
5th July 1881.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 15th MAY TO THE 15TH OF JUNE 1881.

16th May 1881.—Six months' leave of absence, without pay, is granted to Mr. R. D. Patel, 2nd Assistant Master, Nariad High School, from the 13th June.

23rd May 1881.—Mr. Hari Ganesh Godbole, B. A., 3rd Assistant Master, B J. High School, Tanna, is appointed substantive *pro tem.* 1st Assistant, Kalyan English School.

23rd May 1881.—An extension of 4 days' sick leave from 4th to 7th May (both days included) is granted to Mr. R. B. Atre, 12th Assistant Master, Poona High School.

25th May 1881.—Mr. R. V. Bilgi, L.C.E., is appointed substantive *pro tem.* 3rd Assistant Master, Dharwar High School.

2nd June 1881.—Mr. H. H. Dhruva, B. A., LL.B., is appointed substantive *pro tem.* 2nd Assistant Master, Nariad High School.

4th June 1881.—Mr. Dorabji Kharshedji Nariman, B.A., is appointed Acting 1st Assistant Master, Shikarpur High School.

4th June 1881.—Mr. Raghunath Narayan Pandit is appointed Agricultural Teacher, Sirdars' High School, Belgaum (on probation).

4th June 1881.—Eighteen months' leave of absence, without pay, is granted to Mr. Subrao Venkatesh Yatagiri, 1st Assistant Master, Dharwar Training College.

9th June 1881.—Mr. Vasudeo Vinayak Karandikar is permitted to resign his post of 5th Assistant Master, Ahmednagar High School.

9th June 1881.—Mr. Bapu Abaji Khare is confirmed as 5th Assistant Master, Ahmednagar High School.

11th June 1881.—Mr. A. R. Jalihal is appointed substantive *pro tem.* 3rd Assistant, Dharwar High School, from the time Mr. Kerur took charge as substantive *pro tem.* Assistant Deputy, until the date when Mr. Bilgi assumed charge.

11th June 1881.—A year's additional leave, without pay, is granted to Mr. Shambhu S. Datar, Sanskrit Teacher, Tanna High School.

13th June 1881.—Six months' leave on private affairs is granted to Mr. Ramchandra Jagannath Godbole, 15th Assistant Master, Poona High School.

13th June 1881.—Mr. Hari Anant Supekar is appointed acting 15th Assistant Master, Poona High School, *vice* Mr. Godbole, on leave.

13th June 1881.—Mr. B. F. Mehta is confirmed as 1st Assistant Master, Ankleshwar 1st Grade Anglo-Vernacular School.

15th June 1881.—Mr. Vishnu Dhondeo Bhagwat is appointed substantive *pro tem.* Assistant Master, Rajaram High School, *vice* Mr. B. H. Kulkarni, resigned.

15th June 1881.—Mr. Ganesh Chintaman Bhate is appointed substantive *pro tem.* last Assistant Master, Rajaram High School, *vice* Mr. Bhagvat, promoted.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18th June 1881.

Bombay Educational Record.

No. 8.] AUGUST 1881. [Vol. XVII.

THE MONTH.

The Vice-Chancellor of the Bombay University has appointed the Rev. John Murray Mitchell, LL.D., to be Dean in the Faculty of Arts.

The Wordsworth Society lately resolved at Grasmere to issue, in the autumn, a full bibliography of the works of Wordsworth, published during his lifetime, with a few illustrative notes; also an engraving or etching of one of the portraits of Wordsworth, to be called the Wordsworth Society's Portrait. A circular letter will be issued to the members asking for any information they may possess—firstly, as to the letters of Wordsworth, whether in manuscript or published; secondly, as to the critical notices of the poet's works which may not be easily accessible. Lord Coleridge was elected president for next year.

Professor Monier Williams will read a paper at the International Congress of Orientalists at Berlin next month on the Sandhyá and Bramhayadnya ceremonies performed by the Brahmans. The Vedic texts will be recited on the occasion by Pandit Shyámaji Krishnavarmá, an undergraduate of Balliol College.

Mr. Shyámaji, who is a Bhansáli by caste, is a native of Mándavi, Kutch. He had not matriculated at any Indian University, nor had he gained much knowledge of English before he left this country. But being a young man of very quick parts, and a most promising Sanskrit scholar, he appears under Professor Monier Williams's tutelage to have gained immediate admission to Balliol, where he has since amply fulfilled the high hopes entertained of him. In one year he seems to have made quite as remarkable progress in Latin and Greek as Themistokles is said to have done in the same time in Persian and Persian "usages."

The recitation of the Vedic texts by Mr. Shyámaji ought to be a rare treat to European Sanskrit scholars, very few of whom, on European soil at least, have ever heard Sanskrit properly pronounced.

A PRELIMINARY REPORT on the English Census of the 4th of April 1881 was laid before Parliament on the 5th of June last. We print below a table showing the salient statistics of the Report. They correct many of the figures given in the School-books now in use.

		Total Population.	Net Increase or Decrease since 1871.
The British Isles (including the Army, Navy, and Merchant seamen abroad)...	Males ...17,253,947 Females 17,992,615	35,246,562	+ 4,147,236
England	Males ...11,947,726 Females 12,660,665	24,608,391	+ 3,113,260
Wales	Males ... 677,028 Females... 682,867	1,359,895	+ 142,760
England and Wales		25,968,286	+ 3,256,020
Scotland		3,734,370	+ 374,352
Ireland		5,159,839	— 252,538
London		3,814,571	+ 560,311

By percentages England = 69·8; Ireland = 14·6; Scotland = 10·6; Wales = 3·8; The Channel Islands = ·3; the Isle of Man = ·2; the Army, Navy and Merchant service = ·7. The population of some of the principal towns may be stated in round numbers. Liverpool = 550,000; Glasgow = 511,000; Birmingham = 400,000; Manchester = 341,000; Leeds = 310,000.

PROF. MONIER WILLIAMS gives an interesting account of the Indian Institute at Oxford. The University Convocation have promised the Institute their generous support, and the list of public subscriptions to meet the cost of a site, building, scholarships, &c., amounts to £18,000. A good deal more money, however, is still required, though how much more, is not stated. The Professor writes:

"The establishment of an Oriental Tripos at Cambridge, and the change in the rules for Indian Civil Service Probationers made it incumbent on the University of Oxford to consider the question of founding an Oriental School at Oxford, and of making provision for the special teaching of Indian civilians. In the Summer Term of 1875 discussions took place in Congregation, and many of us expressed an opinion that our tenure of India involved University as well as National duties towards our Indian empire. Special Readers and Teachers were therefore appointed, but the question of founding an Oriental School was left undetermined.

"As Boden Professor of Sanskrit I thought it my duty to urge upon Congregation that to make an Oriental School successful and to provide sufficient pupils for the Teachers we had appointed, an Institution should be founded, the object of which should be to create an appetite and respect for Oriental studies, as well as to afford special facilities and encouragements for their prosecution. It seemed to me that by such means only could we hope to attract many Oriental students to this University.

"In May, 1875, I circulated a paper embodying these views, which was signed by a large number of members of Council and Convocation.

"In the autumn of 1875 I went to India. There I held meetings, explained the nature of my project, and asked for aid. Everywhere the proposal to found an Indian Institute at Oxford was received with favour and approbation. His Royal Highness the Prince of Wales expressed to me his approval of my scheme, and in the presence of Sir Richard Temple at Calcutta promised me his patronage. I brought home a petition signed by five hundred graduates, students, and influential persons connected with the Indian Universities, praying for the establishment of an Oriental School at Oxford, and I laid this memorial before the Vice-Chancellor and Hebdomadal Council in the summer of 1876.

"Towards the close of 1876 I went to the south of India, met with similar encouragement, and brought back additional signatures to the petition.

"With regard to the prospects of the Institute, Her Majesty the Queen and the Royal Princes have graciously become contributors to the Fund. I have also obtained promises of pecuniary aid from numerous subscribers to the amount of £18,000. Mr. Edward Cazalet has given £100, and has promised a further sum of £1,000 if three other contributors will give sums to the same amount. By far the largest contribution has been received from Sir Thomas Brassey, K.C.B., M.A., of University College, M.P. for Hastings, and Civil Lord of the Admiralty. More than £14,000 has been already paid and invested in the name of Sir Edward Colebrooke, Bart., M.P., Sir Thomas Brassey, K.C.B., M.P., and Professor Monier Williams, C.I.E.

"I have also formed the nucleus of a Library and Museum, which I trust those interested in India will help me to enlarge by gifts of books and objects of interest. Part of the collection is open to inspection in the temporary Indian Institute rooms, 8 Broad Street, and part in the basement and passages of the Ashmolean Museum.

"On the 18th of last November a Decree was proposed to Convocation and carried by a large majority granting a sum of £250 a year towards the endowment of the Institute from the date of its opening. Hence it will be seen that the University has not only accepted the Institute, but has also endowed it, and provided it with a *personnel* of Oriental Readers and Teachers. Aid will, it is hoped, be received from the University Commissioners. But the University has left to me, as acting Trustee, the purchase of a site and the erection of a building. The best and most central site in Oxford on land belonging to Merton College at one end of Broad Street, close to the Bodleian, has just been secured, but the cost will be great. Further contributions towards the purchase of the site and the erection of the building, and towards the founding of Oriental Fellowships, Scholarships, and Prizes in connexion with the Indian Institute, are earnestly solicited. All sums sent to me will be immediately invested in the names of the three Trustees."

THE report on education in the Central Provinces for 1880-81 has just been published. The chief statistics of the year are as follows :—

		No. of Institutions.	No. of Pupils.	Increase or Decrease in Schools.	Increase or Decrease in Scholars.
Primary Schools	Boys...	1,270	72,833	+17	+1,647
	Girls...	81	3,375	— 6	— 173
Middle ,,	....	50	2,263	+ 2	+ 227
High ,,	... .	5	255	...	+ 19
Colleges	....	2	60	...	+ 16
Normal Schools	Boys...	3	177	...	— 2
	Girls...	1	20	...	+ 7
Industrial (Carpentry) Schools		16	262	+ 1	+ 40
Other Special Schools		9	306	+ 1	+ 24
	Total......	1,437	79,551	+21	+1,980
				—	— 1675
		Net Increase......		15	1,805

THE Jubbulpore College is growing in numbers and efficiency. There were 58 students on the rolls at the end of the year, or 20 more than at the end of March 1880; and out of the 19 undergraduates who appeared at the last F. A. Examination, 16 passed; 1 high in the 1st Division, 9 in the 2nd Division and 6 in the 3rd. "No college," says Mr. Colin Browning, "in the N.-W. Provinces and Oudh, or in the Punjab, passed so many students in the first and second divisions, or so many students in all three divisions. Only one college passed even half as many. The success of the year is merely recorded and compared to show that it is reasonably probable that the College Department will, when the time comes, be also successful in passing graduates. But the Jubbulpore College does not only exist to prepare men to graduate. The under-graduates themselves are as well conducted, self-restrained and modest a set of young men, as I know anywhere. I attribute their good conduct to the fact that the Professors, and especially the President, see so much of them, spending at least six hours a day amongst them. There is of course in the education of so large a body of young men, quite enough to excite anxiety and to temper vanity. In other Provinces I have sometimes seen it remarked, that men receiving College education are often unusually self-sufficient and at the best ungraciously submit to discipline. We have not generally found this to be the case here, and I hope it never will be. We should have performed our duty in a miserable manner, if our higher education merely produced self-sufficient graduates eager for place and careless of future mental improvement."

At present the Jubbulpore College prepares men only in the first half of the University curriculum; so that the 16 undergraduates who passed their F. A. Examination last year, must migrate to another province, if they wish to finish their course and graduate. To meet this inconvenience, the Inspector-General proposed to add third and fourth-year classes to the College; but the proposition was considered to be premature, and was not sanctioned—much to the disappointment of Mr. Colin Browning, who writes:

"After nineteen years' uninterrupted labour, chiefly on middle class and primary education, we are now in a position to fill a college with pupils educated in our own schools. The completion of the Jubbulpore College would no doubt react upon and improve the high, middle, and primary education that we already give. It can hardly be said, that an educational scheme for eight millions of people is complete without a college, nor can it be said, I think, that we are precipitate in wishing to add two classes to a college after we have spent nineteen years mainly on middle and primary education. Primary education in these Provinces would no doubt be a most pressing want, if the people would largely fill additional primary schools, that we might open. But it is not that 'the hungry sheep look up and are not fed.' On the contrary, it is only by great pains and attention that we can keep our rural schools filled with scholars. We have now 1,437 schools, of which only 5 are high schools, 4 of the 5 being aided schools, and we have 50 middle schools, all the rest with the exception of a few technical schools are primary schools. The addition of two college classes to a college may seem a small thing as compared with the education of 79,551 boys and girls. But I do not think the middle classes of these Provinces so regard it. Wherever I have travelled this year in these Provinces, educated native gentlemen, not necessarily, or even generally, educated at our schools or after our system, have congratulated not only me, but themselves, on the proposed completion of the Jubbulpore College. They seem to feel it a personal gratification. They are even now proud of any success that the junior department of the college achieves. Our high schools, both Government and private, have already enabled the Administration to fill many ministerial and some executive offices by men born and bred in these Provinces, and the addition of two senior classes to the college would still further tend to provide year by year educated native gentlemen fit for office."

The total increase in schools and scholars during the year reported on is small; but as there was a large increase the year before, the Inspector-General is of opinion that "this year's increase upon an increase speaks well for the schools and their management."

Writing of a village school in the Betal district, which was found in excellent order and very popular, Mr. Colin Browning says: "I asked the master how it was he had succeeded in making so bad into so good a school, and he said, it was by treating the boys kindly and by thus making friends with their parents. I believe this to be the case. In spite of the strict rules laid down in the school manual, masters too frequently punish boys with indecent severity. I dismissed one master myself this year for a breach of the rule regarding corporal punishment that came under my own notice, and I mention the subject in my annual report that Zillah Inspectors may be careful to check undue severity and improper punishments by schoolmasters. Boys in this country are very tractable, and corporal punishment, except for moral offences, is hardly ever necessary, if the master is a man of temper and tact."

In point of mere numbers the girls' schools in the Central Provinces seem to be slightly losing ground, but the falling off is due to the closing of 8 "hopelessly bad" schools. The girls' school at Kurai is in a highly efficient state, and will match the best schools of the kind in this Presidency. When Mr. Colin Browning visited the school he found "103 girls enrolled, of whom 96 were present. Eight of those present had passed the upper primary examination, 18 were in the upper primary department, and the rest were in the lower primary department. The highest class girls were reading the Ramayana, the elements of Physical Science, Geography and Grammar. In Geography and Grammar the girls did as well, if not better than the boys. The girls draw maps very neatly indeed. They all passed in rule of three, and all wrote a difficult passage from dictation without making a single mistake. This school, even in England, would be a good girls' school. We owe the school originally to the exertions of Mr. Takhat Singh, the late Tahsildar, who having taken his pension now resides in Hatta, where he does all he can to improve the schools there. The committee are most liberal."

Fifteen carpentry-schools have been started at various places in the Province, two of these being attached to Normal Colleges. Of the one in the Nagpur Normal College, the Inspector-General writes :—"The workshop more than maintains itself. Its assets, including wood in stock and furniture, amount to Rs. 825. During the year some Rs. 300 were spent in buying new tools, including a circular-saw bench. Carriage-doors and windows were made for the Chhattisgarh State Railway, and Mr. Jones, the Engineer of the Railway workshop, wrote to Major Jacob saying—'We have received the doors made in your school; they are well made and by far the best of all the outside work we have had done.' The efficiency of the Normal School and Workshop is entirely due to Major Jacob, the Inspector of Schools, and to the Head Master."

So far, however, though some of these schools are doing good work, they do not succeed in turning out men who are willing afterwards to practise the carpenter's craft. Still the scheme cannot be said to have failed if the students learn carpentry and joinery well enough to make the school self-supporting. They should, at all events, leave the workshop thoroughly handy men, with a dash of honest, practical independence about them. The more students we have of this stamp the better. To the upper classes of native society they will be a leaven of which it stands greatly in need, as will be seen (if proof were wanted) from the following extract from the report of the Inspector, Major H. B. Jacob:

"The men are still rather ashamed at working at carpentry. Nanoo Miya, the carpenter-master at Chhindwara, who has perhaps done the best of all the men sent out, told me that he had not yet dared to tell his parents that he taught carpentry. If the prejudice is so strong in the case of a Mahomedan, what must it be with the other men, who are Brahmins or other high-caste Hindus! I was obliged to replace the men first sent out to Ashti, Umrer and Bhandara, as they had not been working well, or at least in a very half-hearted way. I was questioning a Brahmin boy at Chhindwara, one of the best workers in the carpentry-class, and he told me he was much laughed at and teased by school-fellows and neighbours, but that he did not mind. He was fond of carpentry and had already found his knowledge of it useful in keeping the furniture in his father's house in good repair."

SCHOOL SAVINGS-BANKS.

THE following circular has been issued by the Education Department in England, and suggests the question whether the scheme it recommends might not be tried with advantage in some of our primary schools:

Education Department: July 1, 1881.

SIR,—The attention of my lords has been directed to the importance of thrift, and to the exceptional facilities possessed by elementary schools for the encouragement of this practice in early life.

Experience has shown that many of the evils which weigh most seriously on the industrial classes in this country are the results of improvidence and waste. But some of these evils admit, at least, of partial remedy. To learn how to economise slender resources, how to resist temptation to needless expense, and how to make reasonable provision for future contingencies, is an important part of education. Such knowledge is calculated to protect its possessor from much trouble and humiliation, and to help him greatly in leading an honourable and independent life.

In mature years, it is often found difficult to acquire this knowledge, and still more difficult to apply it in practice. But in a school much may be done to render its acquisition easy to children, and to show to them the advantages of economy and foresight. Simple lessons on money, on the conditions which affect the rate of wages, on the relations of skill, prudence, and knowledge to industrial success, and on right ways of spending and saving, may be made very intelligible and interesting to the young. Economy, however, is a habit; and is to be learned, like other habits, rather by practising it than by listening to demonstrations of its importance. During the school life of a child there arise many temptations to the heedless and wasteful expenditure of small sums; and many occasions on which, if the opportunity were offered, such sums might be usefully and wisely saved. The child who is helped to deny himself some trifling present gratification, who is encouraged to save by degrees a few shillings, and who finds this sum available for the purchase of necessaries, for helping his parents at a time of family misfortune, or ultimately for his own equipment on leaving school for work, has received a practical lesson in forethought and self-restraint which will probably abide with him for life.

The value of such a lesson is not to be measured solely by its effect on the scholar's own character and welfare. The possession of even a small reserve, or capital, places it in the power of the workman gradually to acquire the ownership of his house or a piece of land, to take a share in an industrial partnership, or to enter on a small business, which, although at the outset it may only employ himself and his family, may, by his economy, industry, and skill, become the means of employment to many others, and so contribute to the general prosperity. Thrift and temperance are very nearly allied; each is helpful to the other; and, having regard to the enormous national waste caused by intemperance, there can be little doubt that if the people of these islands were more temperate and thrifty, our home trade, and the profitable employment of our people therein, would be very greatly increased.

The well-known thrift of the peasantry and artisans of France has had a large influence in developing the commerce and manufactures of that country, and has also enabled her people to recover, with extraordinary rapidity, from the effects of a great national calamity.

Wherever the experiment of a school savings-bank has been tried in a judicious, business-like, and kindly spirit, it has proved very successful. In Belgium some remarkable efforts have been made in this direction. In the single town of Ghent, in which there were, in 1873, 15,392 scholars in the elementary schools, and in which the experiment had been tried for six years, no less than 13,032 of these scholars had separate accounts in the savings-bank. During this period the sums saved by the children steadily increased, until they amounted to 463,064 francs, or 18,522*l.*, showing an average of about 35 francs, or 28*s.*, for each depositor. In France the practice of attaching banks to the primary schools is rapidly extending, as the following figures will show :—

January.	Number of School Banks.	Number of separate Children's Accounts.	Total Sums deposited.
1877	8,033	143,272	2,984,352 francs
1879	10,440	177,574	3,602,621 ,,
1881	14,273	307,452	6,228,560 ,,

Not only has the total amount thus largely increased, but the proportion of scholar depositors to the number of schools has also become greater. There were in 1877 and 1879 about seventeen depositors to each school, but in 1881 the number had risen to twenty-one. The average sum deposited by each scholar is 20 fr. 26c. Similar success has been attained in our own country wherever zealous and systematic efforts have been made to encourage the habit of saving. One of the most noteworthy of such efforts has been made at Liverpool. In that town 34 school-banks have been established in connection with the Liverpool savings-bank. Year by year the number of deposits increases, and in 1880 the number of separate children's accounts had risen to 9,522 and the sum deposited to 4,108*l.*

These results have been achieved without the pressure of any authority, but mainly by the voluntary exertions of the friends and managers of schools, and by the intelligent co-operation of the teachers. The advantages of thrift have first been simply explained to the children, and then opportunities for its exercise have been placed within easy reach. In some schools, in which it has been the practice to give small money premiums for special proficiency, industry, or good conduct, these prizes have taken the form of a deposit in the savings-bank in the scholar's name, so that, on leaving school, he has been presented with a bank-book, and a substantial nucleus for future saving. In Art. 19 E. of the Code there is a special provision for the payment of a sum of 40*s.*, or 60*s.*, to the managers of a school in respect of each pupil-teacher who, at the annual examination, passes fairly or well. There is a further direction that this sum shall be divided, in such proportions as the managers may determine, between the pupil-teacher and the master or mistress by whom he has been trained. The sum thus assigned to the pupil-teacher may often, with great advantage, be placed in the savings-bank, and reserved until the completion of his apprenticeship, to meet the expenses necessarily attendant on his admission into a training college.

My lords are aware from a Parliamentary return in 1877 (No. 445) that penny-banks and provident-clubs of various kinds have already been founded, to some extent, in schools aided by the Parliamentary grant. In Glasgow, in Yorkshire, as well as in Liverpool, the trustees of savings-banks, certified under the Act of 1863, have been actively instrumental in their formation. My lords have no wish to interfere with any existing plans which are found to work well; but they desire to direct the special attention of school-managers and teachers to the facilities which are now offered by the post-office by the establishment of penny-banks in schools. Such banks, when formed, may readily be placed in connection with the local post-office savings-bank, and persons proposing to establish them should apply to the controller of the Post Office savings-bank department, General Post Office, London, when all needful information will at once be given. Small books for the use of the children have been prepared, and are issued gratuitously by the *savings-bank department*, and the necessary rules, which are few and simple, will be found printed in each of these books. Suitable ledgers for keeping the accounts of the school-bank in a simple form can also be obtained at a small price. Deposits of small sums should be entered in the scholar's book and in the school-ledger, and as soon as the sum paid by any depositor reaches a sufficient amount, he should be assisted to open a separate account in his own name in the post-office savings-bank, and he will thus be able, if he wish it, to make his subsequent payments direct to the post-office. As, however, no deposit of less than 1*s*. is received at the post-office bank, he may continue to pay into the school-bank as before.

My lords, while fully appreciating the services which the teachers of schools may render in the promotion of economy, are unwilling to cast upon them any additional labour and responsibility which might interfere with the proper discharge of their daily duties. They believe, however, that they may rely with some confidence on the good-will of school-managers and teachers for help in devising and carrying out the needful arrangements. Two or three managers or friends of a school may act as trustees of the school-bank, and may open an account with the nearest post-office savings-bank. It should be arranged that, on one or two mornings in the week, one of the number should be present to receive deposits, and to conduct the simple business connected with the withdrawal of money or its transfer to the post-office bank.

In many cases, the adoption of the new method of saving by means of postage stamps will be found serviceable. Managers may provide themselves with a supply of postage stamps, and of the forms which have been especially issued for this purpose. Such a form may be inscribed with the name of the depositor, 12 stamps can be successively affixed by the managers, and, when it is filled up, it can either be taken by the child to the post-office, or the whole may be preserved at the school, and taken collectively by a responsible manager, who will see the sums duly entered in the scholars' books. The inconvenience of personally visiting a post-office savings-bank in order to open an account may be avoided, because it is within the power of the responsible manager of a school to witness the necessary declaration (forms of which can be obtained at any savings-bank), deliver it at the savings-bank, and open the account on behalf of the child.

My lords believe that the general adoption of some such plan will greatly increase the usefulness of the elementary schools as instruments for the formation of character, and will not be without a valuable influence in awakening the sympathy and interest of parents. They, therefore, invite to the whole subject the consideration of members of school-committees and boards, and of those persons of leisure and influence who are interested in elementary schools, and in the future well-being of the scholars. The annual return (Form IX.), required to be filled up by managers, already contains questions respecting the existence of a bank in the school, the number of depositors, and the amount of the sums accumulated; and my lords will gladly learn that the number of satisfactory replies to these questions increases largely in each succeeding year. The returns for the past year show that savings-banks had been established in 1,087 schools in England and Wales, and in sixty-two schools in Scotland.

I have the honour to be, Sir,
Your obedient servant,
A. T. CORY.

TECHNICAL INSTRUCTION.

THE foundation-stone of the Central Institution of the City and Guilds of London Institute, South Kensington, was laid last month by the Prince of Wales.

The Lord Chancellor, as the representative of the Council, read an elaborate address relating to the history and objects of the movement, of which the day's ceremony was a development. His lordship observed that 22 of the livery companies of the City of London, including 9 of the 12 great city guilds, were represented in the council of the institution, and jointly contributed £21,000 annually to its funds; alluded to the pending completion of Finsbury Technical College, the foundation-stone of which was laid by Prince Leopold in May last, and the foundation of a similar school in Lambeth; mentioned the successful efforts of the institute to advance technical education in a large number of provincial towns in the United Kingdom by holding annual examinations in technology, by encouraging, in connection with them, the formation of evening classes, and by assisting in the payment of teachers, the progress made being shown by the fact that the number of candidates recently examined was 1,563, as against 816 in the previous year; and gave an eloquent description of the advantages to be expected as the result of the foundation of a central metropolitan institution at South Kensington.

The Prince of Wales spoke as follows:—My Lords and Gentlemen,—I thank you for your address, and I beg leave to assure you that it gives me much satisfaction to attend here to-day to lay the foundation-stone of an institution which gives such forcible expression to one of the most important needs in the education of persons who are destined to take part in the productive industry of this country. Hitherto English teaching has chiefly relied on training the intellectual faculties so as to adapt men to apply their intelligence in any occupation of life to which they may be called; and this general discipline of the mind has, on the whole, been found sufficient until recent times. But, during the last thirty years, the competition of other nations, even in manufactures which once were exclusively carried on in this kingdom, has become very severe. The great progress which has been made in the means of locomotion, as well as in the application of science to the purposes of life, has distributed the raw materials of industry all over the world, and has economised time and labour in their conversion to objects of utility. Other nations which did not possess in such abundance as Great Britain coal, the source of power, and iron, the essence of strength, compensated for the want of raw material by the technical education of their industrial classes; and this country has, therefore, seen manufactures springing up elsewhere, guided by the trained intelligence thus created. Both in Europe and in America, technical colleges for teaching, not the practice, but the principles, of science and art involved in particular industries, have been organised in all the leading centres of industry. England is now thoroughly aware of the necessity for supplementing her educational institutions by colleges of a like nature. Most of our great manufacturing towns have either started or have already erected their colleges of science and art. In only a few instances, however, have they become developed into schools for systematic technical instruction. This building, which is to be erected by the City and Guilds of London, will be of considerable benefit to the whole kingdom, not alone as an example of an institution devoting itself to technical training, but as a focus likewise for uniting the different technical schools in the metropolis already in existence, and as a central establishment also to which promising students from the provinces may, by the aid of scholarships, be brought to benefit by the superior instruction which London can command. While studying at your institution, they will have the further advantages that the treasures of the South Kensington Museum, and of the numerous other collections in this city, may bring to bear on the artistic and scientific education of future manufacturers. Let me remind you that the realisation of this idea was one of the most cherished objects which my lamented father had in view. After the Exhibition of 1851, he recognised the need of technical education in the future, and he foresaw how difficult it would be in London to find space for such museums and colleges as those which now surround the spot on which we stand. It is, therefore, to me a peculiar pleasure that the commissioners of that Exhibition, of whom I am the president, have been able to contribute to your present important undertaking by giving to you the ground upon which the present college is to be erected, with sufficient reserve of land to ensure its future development. Allow me, in conclusion, to express the great satisfaction which I experience in seeing the ancient Guilds of the City of London so warmly co-operating in the advancement of technical instruction. I am aware that several of them have for some time past, in various ways, separately encouraged the study of science and art in the metropolis, as well as in the provinces; and it is a noble effort on their part when they join together to establish a united institute, with the view of making still greater and more systematic endeavours for the promotion of this branch of special education. By consenting, at your request, to become the president of this institute, I hope it may be in my power to benefit the good work; and that our joint exertions—aided, I trust, by the continued liberality of the City and Guilds of London—may prove to be an example to the rest of the country to train the intelligence of industrial communities so that, in the increasing competition of the world, England may retain her proud pre-eminence as a manufacturing nation.

INTELLIGENT PREPARATION.

It is coming to be more and more generally admitted that different pursuits in life require different preparations. When the broad foundations of a solid education are laid, it is a great advantage to build upon them, if possible, with a distinct reference to the future occupation. In trying to steer clear of the stern and rigid rule of olden times, which peremptorily decided a young man's future for him, without reference to his taste or talent, we have perhaps drifted into the opposite extreme of leaving the whole subject entirely to his own predilection. Meanwhile there is frequently a great deal of time wasted in studies which, however good in themselves, or however essential to another person, are not such as will best qualify him for his life-work. The very multiplicity of branches now taught, and the high degree to which they are carried, compel us to make a very limited selection, as the whole of life itself, however long or vigorous, would be utterly inadequate for even a moderate proficiency in them. Thus most of our higher institutions of learning are now offering different courses of study, and even within the various courses many electives are introduced, thus offering every opportunity for a distinctive preparation for life's duties. This, however, is but one step in this important work. Opportunities are like roads, excellent for the well-informed traveller, but, if used without discretion, likely to lead the wayfarer far away from his destination. How is the young and inexperienced person to know which of these many advantages to take, and which to decline, or how are his friends to advise him? Usually it is left to his own preference, which may have been formed by some trifling and irrelevant influence. Perhaps the attachment to, or dislike of, some particular teacher has produced a prejudice for or against some special study. Because he hated his Latin preceptor he is sure he can never learn languages, or because he was attached to his teacher of chemistry he is resolved to be a devotee of science, while all the time, perhaps, he may have within him good materials for a linguist, and poor ones for a scientist. Then as to his future work, except in rare instances, the youth is utterly at sea. The cases where a special aptitude for some business or profession is so marked as to be unmistakable are very rare. Whim, impulse, and transitory interest are continually mistaken for talent. Even an actual fondness for one kind of work is not always a sure indication of ability to pursue it. Still oftener it happens that even these faint indications are absent, and the youth rises into manhood with absolutely no preference as to his future occupation, and drifts into something which chance throws in his way, or which promises an easy time and fair remuneration, but which may possibly be the very thing for which he is least fitted. Yet, could we but discern them, there are certain general indications in the child, which, if watched with care, might point out some definite aim, and suggest some definite preparation. For the most part, these are unnoticed, even by parental affection. Unless they are extraordinarily strong, they fade out for lack of development; and thus we have many men and women whose work is below even the average quality, yet who might have become distinguished in some specific manner had a respectful consideration been brought to bear upon their early indications. For example, a boy will perhaps show a strong and clear notion of locality. He quickly learns the lay of the country around him, keeps in mind the points of the compass, measures distances, knows the nearest road to any given place, and always enjoys his lessons in geography. No one thinks much about it, however, or connects it in any way with his future. He is only a boy, and his attention is directed to many other things. He goes through a prescribed course of study, longer or shorter as may be, but without any special emphasis; and, after that is over, he does not seem particularly adapted for anything. Some casual opening offers itself, which he enters, and he never rises above ordinary success. It has never occurred to his parents, himself, or any one else, that he might have made an excellent surveyor had his thoughts been directed to the work, and his education managed with that in view. So in other occupations there are certain youths who have it in them to become good physicians, good lawyers, good merchants, good farmers, good mechanics, good teachers, or good artists, but who never fill these positions, because their inherent capacities are never discovered. *Eminence* in any pursuit is, of course, very rare; but *excellence* might far oftener be attained were the germs of ability discerned and cultured. The work of the world is spread out in countless directions, and the powers of humanity are able to perform it well and successfully; but the degree to which this will be accomplished must depend largely upon the fitting of each one to his proper sphere of labour. How is this to be accomplished? Certainly not by the old rule of arbitrary authority, ignoring all personal preferences, and as certainly not by the newer notion that throws all the responsibility of so weighty a decision on shoulders too young and frail to support it. What the young need is the help, suggestion, encouragement and counsel of those older and wiser than themselves, who are yet interested in their welfare. What parents or older friends need is the wisdom, discernment and foresight to give such aid intelligently and efficiently. It is not generally more affectionate anxiety that is needed, nor more money, nor more opportunity; but more respectful attention to peculiar aptitudes, more clear-sighted discrimination between transient fancy and permanent ability, more knowledge of the best methods of development, more wisdom in educational plans and preparations for distinctive labour. There are two important studies which, if pursued diligently by competent persons, might in time reach the rank of professions, and meantime might afford most valuable instruction, either in the form of books or lectures. One is the study of child nature, with a distinct reference to the discovery of inherent capacities or tendencies, with a view of directing them into appropriate channels. The other is the study of how to treat these capacities when found; how to provide for each an education that shall be broad without being diffusive, that shall recognise the need of proportion and balance, without once losing sight of the particular direction in which the special forces of each youth may be conducted to the greatest usefulness. We hardly know which of these two is the most essential. At present, both are in their infancy. It is largely a matter of chance now whether the qualities best fitted for any particular work ever find their way into that work, and thus it is that so much poor, shiftless, inefficient labour is palmed off upon the world. All this would disappear if we could learn how to interpret Nature in her most delicate touches, and to adapt her manifold gifts so as to meet the ever-pressing wants of humanity.—*Philadelphia Ledger.*

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications :—

1. Report on Public Instruction in the Central Provinces for 1880-81.
2. The Madras Journal of Education for March and April.

GOVERNMENT CENTRAL BOOK DEPÔT.

NEW BOOK RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, BETWEEN 16TH JUNE AND 15TH JULY 1881.

New Edition published.

ANGLO-MARATHI.	Rs. a. p.
Tarkhadkar's Anglo-Marathi Translation Series, Book II. 2nd edition..	0 9 0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Travelling-Allowances.

NOTIFICATION.

The subjoined Government Resolution No. 2760, dated 28th July 1881, Financial Department, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
3rd August 1881.

No. 2760.

Travelling-Allowances.

FINANCIAL DEPARTMENT.

Bombay Castle, 28th July 1881.

Letter from the Accountant General, No. L.A.-6957, dated 19th July 1881—Stating that under the Government of India Financial Department letter No. 299-G., dated 16th January 1863, Educational officers travelling on duty by railway are allowed the difference between the railway fare and baggage-charges and the permanent travelling-allowance for the day or days occupied in the railway-journey, and Bombay Government Financial Department Resolution No. 1106, dated 31st March 1879, limited these charges to three annas a mile, but the Government of India have in their Finance and Commerce Department Resolution No. 885, dated 20th February 1880, in supersession of all previous orders, allowed officers travelling on duty by rail, steamer or other public conveyance, to exchange their fixed monthly or daily travelling-allowance for the day on which the journey is made for the travelling-allowance to which they would have been entitled had they no fixed travelling-allowance; observing that the Educational officers in this Presidency are with one exception uncovenanted officers, and as such, under the operation of the order above quoted, entitled to one and half anna a mile by rail and annas four a mile by ordinary road, being the rates of mileage admissible to uncovenanted officers as a general rule; but as the Government of India order of 1863 has been superseded by the order of February 1880, requesting that Government will be pleased to cancel their Resolution No. 1106, dated 31st March 1879, and rule that Educational officers shall, for journeys by rail, steamer and other public conveyance, be subject to the Government of India order of February 1880.

RESOLUTION.—The Resolution of 31st March 1879, No. 1106, should be cancelled, and the travelling-allowances of Educational officers should be regulated according to the orders contained in the Resolution of the Government of India, No. 885, dated 20th February 1880.

H. A. ACWORTH,
Acting Under-Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION; the ACCOUNTANT GENERAL; the EDUCATIONAL DEPARTMENT of the SECRETARIAT.

Indian-Art Exhibition.

Exhibitions—Calcutta.

No. 2503.

GENERAL DEPARTMENT.

Bombay Castle, 2nd August 1881.

Letter from the Honorary Secretary, Native Industrial Art Committee, No. 218, dated Simla, 5th July 1881:—

"The Bengal Government has been in correspondence with the Native Industrial Art Committee on the subject of the forth-coming Exhibition in Calcutta, the prospectus of which has been circulated and published.

"The Committee do not consider that the time has yet arrived for a *general* exhibition for the whole of India, for which considerable time and preparation are necessary, but prefer, in the first case, to encourage at provincial exhibitions the complete representation of a *few selected arts*, so that the subject may not at once be exhausted.

"They feel that the improvement of Native art industries by reversion to a purely Oriental style cannot take place rapidly, and that it is only by a steady reiteration and adoption of correct principles that gradual changes can be looked for.

"I have therefore the honour to inform you that, although the Committee are not of the opinion that the exhibition at Calcutta should be as general for all Indian products, as His Honour the Lieutenant-Governor of Bengal proposes, they trust that His Excellency the Governor of Bombay will use his influence to secure a thorough representation of the selected classes for which they offer gold, silver and bronze medals, *i.e.*—

(A) Carpets.
(B) Embroideries.
(C) Lace.
(D) Kinkhab.
(E) Metals."

RESOLUTION.—The letter from the Honorary Secretary, Native Industrial Art Committee, Simla, should be published in the *Bombay Government Gazette* for general information, and copies thereof forwarded to the Editors of daily newspapers in Bombay.

2. Copies of the letter should also be forwarded to the Departments and Officers to whom Government Resolution No. 1705, dated 30th May 1881, was communicated.

H. A. ACWORTH,
Acting Under-Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER in Sind; all COLLECTORS, including the COLLECTORS and SUPERINTENDENTS in Sind; the SUPERINTENDENT, Sir Jamsetji Jijibhái School of Art; the CURATOR, Victoria and Albert Museum; the DIRECTOR of PUBLIC INSTRUCTION; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the REVENUE DEPARTMENT of the SECRETARIAT; the SECRETARY, CHAMBER of COMMERCE, Bombay; the SECRETARY, BOMBAY TRADES' ASSOCIATION, by letter; the Editor, *Times of India*; the Editor, *Bombay Gazette*; the Editor, *Bombay Samáchár*; the Editor, *Jám-e-Jamshed*; the Editor, *Akhbáre Sodágar*, by memorandum.

Attachments.

Attachments.

No. 4470.

REVENUE DEPARTMENT.

Bombay Castle, 2nd August 1881.

Letter from the Commissioner of Customs, Opium and Abkári, No. 3306, dated 11th July 1881—Submitting, for the consideration of Government, an "attachment order" of the Small Cause Court, Poona, dated the 18th June last, requesting him to withhold every month, commencing from 1st June 1881, a moiety of the pay of Shekh Lál walad Shekh Hussen, Haváldár in his Office, till the whole of the debt owed by the Haváldár, amounting to Rs. 350-0-3, shall have been liquidated, together with the correspondence which has taken place between the Judge, Small Cause Court, and himself on the subject; and soliciting the orders of Government whether, in the face of the Government orders to the contrary, contained in Government Resolutions No. 2139, dated 29th March 1877, Judicial Department, and No. 5946, dated 19th November 1878, Revenue Department, he is bound to comply with the requisition of the Court.

Memorandum from the Acting Remembrancer of Legal Affairs, No. 836, dated 21st July 1881:—

"I am of opinion that Section 268 of Act X. of 1877 as amended by Act XII. of 1879 provides for the attachment prospectively of the salary of a public officer or the servant of a Railway Company. This amended section as it was originally drafted by the Select Committee authorised the withholding of a portion of the salary every month until the amount of the portions so withheld is equal to the amount remaining due under the decree; but this part of the section was afterwards altered into its present shape. Of the intention of the Legislature there can be no doubt."

RESOLUTION.—Copy of the report by the Remembrancer of Legal Affairs should be forwarded to the Commissioner of Customs, Opium and Abkári, for information and guidance.

2. Shekh Lál walad Shekh Hussen should at once be dismissed from his post.

JOHN NUGENT,
Acting Secretary to Government.

To the JUDICIAL and ALL OTHER DEPARTMENTS of the SECRETARIAT; the COMMISSIONER of CUSTOMS, OPIUM and ABKARI; the REMEMBRANCER of LEGAL AFFAIRS; the ACCOUNTANT GENERAL;

the COMMISSIONER in SIND and the COMMISSIONERS, N., C. and S. DIVISIONS; the SURVEY and SETTLEMENT COMMISSIONER; the three CONSERVATORS of FORESTS; the INSPECTOR GENERAL of REGISTRATION and STAMPS; the COLLECTOR of SALT REVENUE; the COLLECTOR of BOMBAY; the SUPERINTENDENT of STAMPS; all COLLECTORS, including the COLLECTORS and SUPERINTENDENTS in SIND.

No. 1189 OF 1881.

EDUCATIONAL DEPARTMENT.

Bombay Castle, *10th August* 1881.

Copy forwarded to the Director of Public Instruction.

C. GONNE,
Chief Secretary to Government.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16th OF JUNE TO THE 15TH OF JULY 1881.

16th June 1881.—Mr. L. C. Bapat is confirmed as Seventh Assistant Master in the Nasik High School.

16th June 1881.—Mr. S. S. Pathak is appointed Ninth Assistant Master in the Dharwar High School.

16th June 1881.—Mr. R. K. Pande, Second Assistant Master, Kanarese Side, Belgaum High School, is appointed Seventh Assistant Master, Dharwar High School, *vice* Mr. Jakati, resigned.

16th June 1881.—Mr. B. M. Sanjit, Eighth Assistant Master, Dharwar High School, is appointed Second Assistant Master, Kanarese Side, Belgaum High School, *vice* Mr. Pande, transferred to Dharwar.

16th June 1881.—Six months' sick leave is granted to Mr. Narayan Sadashiv Kulkarni, Sanskrit Teacher, Ahmednagar High School.

17th June 1881.—Mr. Ramchandra Raoji Joglekar is appointed substantive *pro tem.* Third Assistant Master, Byramji Jijibhái High School, Tanna.

20th June 1881.—Messrs. V. S. Deodhar, N. S. Mahajan and R. T. Patwardhan, Fourth, Fifth and Sixth Assistant Masters, B. J. High School, Tanna, are appointed substantive *pro tem.* Third, Fourth, and Fifth Assistant Masters in the same School, until the arrival of Mr. Joglekar.

20th June 1881.—Mr. Dadaji Appaji Naik is appointed substantive *pro tem.* Sixth Assistant Master, B. J. High School, Tanna.

21st June 1881.—Mr. H. S. Phadnis is appointed to act as Fourth Assistant Master, Marathi Side, Belgaum Sirdars' High School.

21st June 1881.—Mr. A. N. Nadkarni is appointed to act as Fifth Assistant Master, Marathi Side, Belgaum High School, *vice* Mr. Jambhekar.

25th June 1881.—Mr. G. B. Deval is appointed substantive *pro tem.* Fourth Assistant Master, Marathi Side, Belgaum High School, *vice* Mr. Phadnis, who is appointed substantive *pro tem.* Fifth Assistant Master in the same School.

28th June 1881.—Mr. M. S. Gole, Junior Dakshina Fellow, is appointed Senior Fellow in the Deccan College.

28th June 1881.—Mr. V. D. Puntambekar is appointed Junior Dakshina Fellow in the Deccan College, *vice* Mr. Gole, promoted.

28th June 1881.—Mr. K. K. Kapadia, M. A., is appointed substantive *pro tem.* First Assistant Master, Surat High School, *vice* Mr. Wadia.

28th June 1881.—Mr. S. B. Alur is appointed substantive *pro tem.* First Assistant Master, Training College, Dharwar.

28th June 1881.—Mr. B. M. Sangit is appointed substantive *pro tem.* Eighth Assistant Master, Dharwar High School.

28th June 1881.—Three months' sick leave is granted to Mr. Harry Narayan Kirpekar, Fifth Assistant Master, Dhulia High School.

30th June 1881.—Mr. Trimbak Raghunath Daulkhani is appointed substantive *pro tem.* Seventh Assistant Master, Dhulia High School, *vice* Mr. Lele, resigned.

2nd July 1881.—Five months' leave without pay is granted to Mr. Balkrishna N. Purani, Second Assistant Master, Nawanagar High School.

2nd July 1881.—Mr. Lalubhai M. Sataria, Third Assistant Master, Nawanagar High School, is appointed substantive *pro tem.* Second Assistant Master, in the same School, *vice* Mr. Purani, on leave.

2nd July 1881.—Mr. Pranlal D. Javeri, F.E.A., is appointed substantive *pro tem.* Third Assistant Master, Nawanagar High School, *vice* Mr. Sataria, promoted.

2nd July 1881.—Mr. Syed Minnu Din is appointed Persian Teacher, B. J. High School, Tanna, on probation.

4th July 1881.—Mr. Gokaldas Vithaldas Saraiya is appointed First Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay.

4th July 1881.—Mr. Nashervanji Mervanji Pavri, Second Assistant Master, Gokaldas Tejpal First Grade Anglo-Vernacular School, Bombay, is appointed Fourteenth Assistant Master, Gujarati Side, Elphinstone High School.

4th July 1881.—Mr. Ramchandra Parashram Godbole, B.A., is appointed Tenth Assistant Master, Marathi Side, Elphinstone High School.

4th July 1881.—Mr. Shrinivas Govind Bhanap, Second Assistant Master, Phanaswadi First Grade Anglo-Vernacular School, Bombay, is appointed Third Sanksrit Teacher, Elphinstone High School.

4th July 1881.—Mr. Fardunji Palonji Desai, B.A., is appointed Third Assistant Persian Teacher, Elphinstone High School.

4th July 1881.—Mr. Kashinath Janardhan Paranjpe, Third Assistant Master, Phanaswadi First Grade Anglo-Vernacular School, is appointed substantive *pro tem*. Second Assistant Master in the same School.

4th July 1881.—Mr. Vithal B. Phadke, Fourth Assistant Master, Phanaswadi First Grade Anglo-Vernacular School, is appointed substantive *pro tem*. Third Assistant Master in the same School.

4th July 1881.—Mr. M. H. Kanga, Third Assistant Master, Gokaldas Tejpal School, Bombay, is appointed Second Assistant Master in the same School.

4th July 1881.—Mr. J. H. Kanga, Sixth Assistant Master, Gokaldas Tejpal School, Bombay, is appointed Third Assistant Master in the same School.

4th July 1881.—Mr. Sorabji M. Wajifdar, Fifth Assistant Master, Chandanwadi School, is appointed Sixth Assistant Master, Gokaldas Tejpal School.

4th July 1881.—Mr. Rustamji Nowrozji Chinai is appointed Fifth Assistant Master, Chandanwadi School, Bombay, *vice* Mr. Wajifdar.

8th July 1881.—An extension of one year's leave, without pay, is granted to Mr. Asharam Dalichand, Head Master, Anglo-Vernacular School at Morvi.

8th July 1881.—Mr. Mahadeo Ramchandra Nimonkar is appointed Acting Fifth Assistant Master, Dhulia High School.

11th July 1881.—Five months' leave, without pay, is granted to Mr. K. S. Masurkar, an Assistant Master, Dharwar High School.

11th July 1881.—Mr. A. R. Jalihal, Sanskrit Teacher, Dharwar High School, is appointed substantive *pro tem.* Fifth Assistant Master in the same School, *vice* Mr. Masurkar on leave.

11th July 1881.—Mr. Narayan V. Koppar, substantive *pro tem.* Ninth Assistant Master, Dharwar High School, is appointed substantive *pro tem.* Sanskrit Teacher in the same School, *vice* Mr. Jalihal, promoted.

14th July 1881—Mr. B. Y. Jathar, Second Assistant Master, Dharwar High School, is confirmed in his appointment with effect from the time he was appointed substantive *pro tem.*

14th July 1881—Mr. Hanmunt Annaji Hebbal is appointed substantive *pro tem.* Second Assistant Master, Belgaum High School, Kanarese Side.

15th July 1881.—Four and a half months' sick leave is granted to Miss Pheroze Sorabji, First Assistant, Female Training College, Ahmedabad, from the 3rd of May 1881.

15th July 1881.—Mr. C. N. Contractor, Second Assistant Master, Karachi High School, is appointed First Assistant Master, Shikarpur High School, but to continue to act as Head Master, Shikarpur High School.

15th July 1881.—Mr. Chaturbhuj Lalchand Oza, Third Assistant Master, Karachi High School, is appointed Second Assistant Master in the same School, *vice* Mr. Contractor.

15th July 1881.—Mr. K. M. Samarth, Fourth Assistant Master, Karachi High School, is appointed Third Assistant Master in the same School, *vice* Mr. Oza.

15th July 1881.—Udhaumal Satramdas, Second Assistant Master, Shikarpur High School, is appointed Fourth Assistant Master, Karachi High School, *vice* Mr. Samarth.

15th July 1881—Mr. Jhamatmal Narumal, acting First Assistant Master, Shikarpur High School, is appointed Second Assistant Master in the same School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd July 1881.

Bombay Educational Record.

No. 9.] SEPTEMBER 1881. [Vol. XVII.

THE MONTH.

SIR EDWARD COLEBROOKE, who a few years ago wrote for the Royal Asiatic Society a brief biographical sketch of the late Indian statesman, historian, and geographer, Mr. Mountstuart Elphinstone, has been entrusted by his representatives with his papers and journals, with a view to the production of a more complete memoir of him. Any persons possessing letters of Mr. Elphinstone are invited to communicate them, or copies of them, to Sir Edward Colebroke.

DR. E. MOORE, Principal of St. Edmund's Hall, Oxford, is preparing an edition of Dante's *Inferno*, with variations from MSS. in the Bodleian Library, which have not been collated up to the present time.

THE German Imperial Statistical Department has just published, says *The School Guardian*, an "Agricultural Atlas of the German Empire" ("Atlas der Bodencultur des Deutschen Reiches"). It contains fifteen maps, accompanied by explanatory text and tables. This is the first trustworthy statement for the whole of Germany, based on actual figures and statistical data, of the amount of land under cultivation in the various districts, and the kinds of cultivation. Four maps represent generally the state of the four chief classes of cultivation—tillage, pasturage, meadow, wood. Five maps represent specially the districts growing grain of any kind, two deal with the potato production, two with the growth of agricultural trade, one with the production of fodder of all kinds for cattle, one with land in actual tillage and fallow land. The tables give figures which represent, not only the absolute acreage employed in any particular kind of production, but also its proportion to the total area altogether, and the total area under cultivation or in tillage. The text gives explanations of the chief results of the figures.

THE German Government have announced that, commencing from February, 1883, English will be a compulsory subject of examination for the entrance of officers into the army. Candidates coming from gymnasia, however, will have the option of offering Greek. The programme of the examination in English is as follows:—Reading of English at sight;—translation of English into German and of German into English; English syntax; and the grammatical and etymological analysis of English phrase.

THE *Educational Times* writes:

"The preliminary reading for the Philological Society's new English Dictionary, which has now little more than six months to run, has so far produced very satisfactory results. Up to the present, no fewer than 842,870 slips have been supplied to readers, of which 698,745, or about 84 per cent. have been returned filled up. Of these no less than 85,000 are the result of the reading of four readers. The number of readers who have helped in the work is over 750, of whom 510 are still reading. The number of authors read is over 2,700, representing over 4,400 separate works, and, of course, a much larger number of volumes. Allowing two lines to each quotation (a small estimate), the quotations represent an aggregate of writing of nearly 80½ miles, and the weight of the slips issued exceeds 15 cwt. The grand total of slips received since the work was first started in 1858 closely approaches 3,000,000."

THE Northbrook Society and Club have issued their first annual report, from which it appears that the Club has proved useful to natives of India resident in England. But like the Indian Institute at Oxford, the promoters of the scheme are in want of funds to establish the Society and Club on a permanent footing. At present the Club is living from hand to mouth, on a few annual subscriptions that are only just sufficient to make a humble beginning in John Street, Bedford Row. To stand a fair chance of succeeding, the Club must be removed to a better locality and building, and the Society needs a small funded income to make it partially independent of yearly subscriptions. The Committee consists of the following members: Rt. Hon. the Earl of Northbrook, G.C.S.I., Chairman; Rt. Hon. Sir A. Hobhouse, Q.C., K.C.S.I., C.I.E.; Sir R. Temple, Bart., G.C.S.I., C.I.E.; Rt. Hon. Sir Bartle Frere, Bart., G.C.S.I.; Colonel Keatinge, V.C., C.S.I.; Sir R. H. Davies, K.C.S.I., C.I.E.; Sir B. H. Ellis, K.C.S.I., W. G. S. V. Fitzgerald, Esq.; F. R. S. Wyllie, Esq.. Hony. Treasurer. We print below a circular which was read by Lord Northbrook at a recent meeting of the Society, in which he appeals to the princes and people of India for voluntary contributions. The London correspondent of the *Bombay Gazette*, who was present at the meeting, says that Mr. Fawcett remarked on the danger of making the Club one for natives of India exclusively. "He said that young Indians who come to this country require and wish to get into English society, and that it is a great mistake, therefore, for them to form in England a little society of their own. If, he said, he were asked for advice by an Indian student at Cambridge, he should warn him above all things to avoid entering himself at an Indian Institute, supposing one to be formed at the University, and to prefer joining one of the ordinary colleges, where he would mix with Englishmen; and he instanced a case in which one student who had taken this course had become thoroughly Anglicized, and a great favourite in Cambridge society. Mr. Fawcett accordingly recommended that the Club should be enlarged by the admission of many more English members, if it were not affiliated to some other Club already existing."

The Circular runs as follows:

"This Society and Club have now been in existence for more than a year, and the Committee can look back with satisfaction upon what has been achieved with the small means at their disposal, despite the great disadvantages arising from the fact that the existence of the organization and its objects are yet but imperfectly known in India.

"The Committee consider that the experiment has proved the advantages and importance of the movement, and they feel assured, that if liberally supported by the natives of India, a large increase of the work it has undertaken, and development of its sphere of usefulness may be confidently looked for.

"Their main object is to provide a system of guardianship for young men of good family or position in India sent to England for education. The want of such a safeguard has been much felt by parents in India, the difficulty being one that could only be surmounted by the few parents who happened to have friends in England willing to undertake what must always be an onerous responsibility.

"To the promoters of the movement a remedy for this want appeared the more necessary when the intention of Government was made known to employ natives more largely in the administration of the country, believing, as they do, that the best qualification for such employment is a more extended knowledge than can be obtained in India. They desired not only to assist young men to qualify themselves for the career thus opened for them, but by encouraging parents to educate their sons in England to assist the Government in carrying out and extending their present policy.

"That there is a desire on the part of parents (and guardians) to obtain for their sons the advantages of an English education under competent direction is shown by the fact that Mr. Fitzgerald, of the India Office, has at this movement five wards under his care; Mr. Moore, late Judge at Allyghur, has two, but with their other duties and avocations it is impossible for these gentlemen to multiply their responsibilities to any considerable extent, and it is only by some such machinery as is proposed by the Society, that any large increase to the numbers of young men now sent can be anticipated.

"The Committee have had one student under their direct supervision during the past year, and it is gratifying to know that in his case, as well as in the other instances referred to, the results have been most satisfactory.

"The Committee, in connection with the above scheme, considered that a Club, where natives of India and Englishmen could meet in social intercourse would be of the greatest service in the furtherance of the objects they had at heart, and accordingly founded, more than a year ago, the 'Northbrook Indian Club.' The first annual report is appended.

"As they did not ask for large subscriptions until the experiment had been proved to be successful the subscriptions were limited to 100 rupees, and the Club was placed as a tentative arrangement in John Street, Bedford Row. They think, however, that its utility has been proved by the degree of support which it has already obtained, and they ask assistance from the Indian people for improving the prospects of the Club, as well as for the other objects of the Society.

"In addition to the more special work already referred to, the Committee have rendered all the assistance in their power to natives of India applying to them, and their Secretary, Captain McNeile, has upon several occasions been able to be of the greatest service to Indian gentlemen in very serious difficulties.

"The funds up to the present have amounted to £588 8s. 6d., which sum has been subscribed in the following proportions:—

In England	£66	1	0
" Bengal	157	16	4
" Madras	9	16	4
" Bombay	354	14	10

"The expenses up to [illegible]ember 31st were £505 16s. 2d. The items of which were—

Furnishing Club	£209	12	2
do. Office	13	16	0
Rent	137	10	0
Secretary's salary	67	0	0
Office sundries	77	18	0
	505	16	2
Balance in hand	82	12	4
	£588	8	6

"It will be seen, therefore, that if the work is to be carried on, even on the limited scale of the past year, further assistance is required. The Committee hope, however, that the advantages and importance of the institution will commend themselves to all classes, and they confidently appeal to the princes and people of India to help them to develop and extend an organization which they trust will be highly conducive to the true interests of that country.

"What is now required is to establish the Society and Club in a suitable locality and building. It would also be desirable that a small funded income should be provided to make the Society to some extent independent of yearly subscriptions, thus establishing it on a permanent basis, and removing the danger of pecuniary embarrassment.

"For these objects the Committee consider that a sum of £10,000 would be necessary, and they invite the assistance of every subject of the Queen-Empress who has at heart the true interests of the people of India.

"NORTHBROOK.

"6, John Street, Bedford Row, June 14, 1881."

We are glad to be able to record that Lord Northbrook's appeal is meeting with a hearty response in this Presidency.

MULTIPLICITY OF STUDIES.

(An Essay read before a Society of Public School Masters.)

TRIVIUM and Quadrivium have passed away, and their meaning is become matter of interest to only a few. The Three R's are menaced with addition, if not multiplication by Sir John Lubbock. The area of studies grows in extension and intension; more things are known and more is known of things: therefore more things are teachable, and more is to be taught about them. The school-master is abroad, unmuzzled, a product of the nineteenth century, shaping, I suppose, the issues of the twentieth. Education is a burning question, and may possibly, in the next half-century, claim the undivided attention of a British Cabinet Minister. All things march forward and seem endowed with limitless elasticity, save only the average capacity of the public school-boy, and the twenty-four hours which it has pleased Providence to assign for distribution between the day's work and the night's rest. Who has not sighed for the days when the man of one book might pass for learned, did he but know it thoroughly; when, even in a life of public affairs, time might be found to traverse the world of knowledge and even to extend its limits? Who has not turned in these modern days from more than one field of enquiry, which he has pictured to himself as a very Garden of Eden, recalled by a sense of duty or necessity to the culture of his own, perhaps unlovely, perhaps not self-chosen plot? For our individual selves, finding "so many worlds, so much to do," we make what compromise we can, and forget as best we can the contrast between the "petty done, the undone vast, this present of ours with the hopeful past." It is with the problem, so far as it concerns us as teachers of the young, that I wish in this Essay to make some effort to deal.

We are accustomed to think that the education of to-day differs from the education of older generations in a way that reflects some credit upon the age. No doubt, we do teach to vastly larger numbers the elements of knowledge. That is much. No doubt, also to the future historian of English education, the growth of the great boarding-schools, and the prominence of athletics, will afford a considerable field for inquiry and comment. But I think the most salient feature of the time will seem to him to be, not any advance in method, but the change in the subject-matter of education, the growth of Real-Schulen, of Modern Sides, the variety of subject, taught at the same time,—in a word, the multifariousness, to coin an ugly word, of our instruction.

We still teach in classes, and we teach them very much as the old Grammar Schools taught them; but we have recognised the value of much that they neglected, and we have, in a communicable teachable form, a vast body of knowledge which they had not. In this respect we have made great progress, and it seems to me in one other. We have discovered, or rediscovered, the truth that studies should bear a close relation to life, that their utility for the ordinary duties of the citizen is of importance, and that the value of mere "training" is apt to be much over-estimated. I write as a firm believer in the new doctrines and the new subjects. I am prepared to go as far, I think, as any one in the utilitarian direction; but I do think that we are in some danger of forgetting the limits of capacity, of energy, of interest, of time, and that we shall really succeed in producing more many-sided men if we are a little less anxious to make many-sided boys. It is one thing to raise a new science, or branch of learning, to the level of the old, and give it a place in the Domain of Studies; it is another to find so many hours a week for it in the time-table of our public or elementary schools. Let us look a little more closely into the actual effect upon the individual, and regard the results of the invasion of modern studies, to use a vague but comprehensive and useful term, upon our Universities and our Schools. At the University the results are—Schools of Science, Law, Modern History, Divinity, Sanskrit, at Oxford; at Cambridge, a Moral Science Tripos, an Indian Tripos, a Semitic Tripos, Triposes for History, for the Sciences, for all things, at the rate of some two a year, and, in the old-established Triposes, new papers in Mathematics, new subjects in Classics, to such an extent that a division of these two Triposes, is, I believe, imminent simply because the burden and the strain is growing too great for any but superhuman endurance and energy. But it is not expected that all men shall enter for all Triposes or all schools. The tendency is towards restriction and specialization. "Double" men, in the old Cambridge sense, grow rarer, and threaten to become extinct. An unenvied few achieve two Triposes, and that consecutively, not in the same year. One former member of this school—I need not say he was on the Modern Side—has, I believe, passed three, and is contemplating a fourth, if an examiner can be found to perform with decency and gravity the task of testing him in certain studies of which he has a monopoly. In the main, the multiplicity of studies has not seriously affected the individual; and where it does so, as in the two instances which I mentioned of the Mathematical and Classical Triposes at Cambridge, or in the exaction of Greek from all men alike in preliminary examinations, there is a strong movement, the success of which cannot be very long delayed, for lightening the strain. The battle, which secured for all knowledge of a serious kind a fair field and a level footing, has been fought and won, and those who fought it are already engaging in the scarcely less important battle which will secure to all a fair choice.

In the Schools, on the other hand, the first battle still rages, and the second, I fear, has yet to be begun. The School-boy of to-day goes unbullied and unflogged, for the most part, and has much of life made easy and pleasant for him; but he certainly is not left much to his own sweet will. Somebody is always at him. If he rashly betrays a taste, ten to one but he will find himself urged to compete for a school-prize, or set down to read a paper before some school society, or to write an article or a poem for the school-paper. And he is sore beset by masters in the school-room. In the good old days, he had one tyrant whom he needs must appease with daily dues of Homer and Virgil, of Thucydides and Cicero; but of other ushers he recked not at all. He "browsed" with his French master, and found his hours of Mathematics an agreeable lounge, where paper was supplied in abundance, to write notes withal to his friends. In the present day, he very likely finds that his mathematical master is the most vigorous and inspiring, or the most exacting, of all. He positively cannot make one exercise do duty more than once; he is taught hard in school, and has to work hard out of it; he is made to feel that the safety of his immortal soul depends on his progress in Alegbra or Euclid. Then he escapes from his durance only to confront a before undreamed-of professor of an undiscovered science, who also regards his own subject as the one thing needful, to which all leisure time should be devoted. Somewhat jaded in intellect he passes on to his modern language hour, and finds himself probably in the clutches of an Englishman, his own form-master most likely, who has a shrewd knowledge of what he can do, and expects his best work, who reads, marks—nay corrects—nay gives back—nay expects fair copies done out of school of—his French and German Prose (for it bears no lower title), and is bent on making his pupils' progress in the language rival, and proceed *pari passu* with, his own. Even the term "Classics" means far more now. Art and Archæology, Ancient History and Geography, Literature and Criticism, rival or supersede gerund-grinding and syntax; while English and Modern History, English Literature, Physical Geography, English Poems and Essays, by turns, attract and distract, until the impossibility of satisfying all or even a fraction of his task-masters, too often ends with a boy's doing journey-work and eye-service for them all, or less often but far more deplorably in over-straining of the faculties, in mental dissipation and prostration.

I am aware that I have rather stated my case than proved it, and perhaps in our discussion more will be found to deny my major than to quarrel with my conclusion; but, at the risk of being over long, I will appeal on one or two points to the experience of all. We all know the difference between first school and last on whole-school day; the freshness of the one, the frequent listlessness of the other, the easy discipline of the morning contrasting with the fretfulness of the evening. After making all allowance for the effects of necessary fatigue and of bad air (too often inevitable), do we not often feel that the distraction of the various hours has had not a little to do with the failing interest, or perhaps it would be more correct to say the distraction of the various teachers to whom the boys have been subjected? They have gone beyond the limits within which change is rest. Again, as House Masters or Tutors, have we not all been amused or vexed at the startling contrasts in the different reports of the same boy? I do not mean that we are surprised that an historical mind should be hopelessly unclassical or unmathematical, so much as that the boy's moral character is so variously viewed, and what we know to be idleness set down to incapacity, or *vice versâ*,—which would seem to show, either that a boy does not preserve his proper level if he learns very many subjects, or that the casual master does not easily do justice to boys, and that, if a man sees a class for only two hours a week, he should at least continue to teach them for a long period, and not "interview" half a school in a year. In either case, the natural remedy is fewer subjects, more hours. Again, are we not often conscious that we are competing with some other master for the out of-school preparation, and that the boys know this, and try to trade upon it, to the detriment of their morals, to an appreciable, if not very serious degree? One other illustration, and I have done with this part of my subject. There has been a distinct move in several of the Public Service Examinations in the direction of limiting the number of subjects which may be taken up, and it seems to be agreed that the course is a wise one. Not only is the number definitely limited in many cases, but, in all, multiplicity is discouraged by the system of deducting a certain number of the marks gained. When boys leave school for a final year with one of the shrewd miscalled crammers for the Indian Civil Service, they commonly at once drop one or two branches of study and concentrate on a small number.

Many schools, seeing the danger, have attempted to solve the difficulty by the establishment of a Modern Side. So far as this movement has yet spread, it is at best a rough and ready division. It would not be a very unfair description to say that on the one side a boy is taught Greek and Latin plus a multifarious host of other subjects, and on the other mathematics plus a not less distracting congeries.

And it is on the modern side, here, that I most often think I notice the dissipation of energy of which I have spoken. I think we try to grasp too much. Many thoughtful teachers have told me that, in their opinion, we should give up Latin. I have grave doubts about the expediency of teaching German and French together, and in such equal proportions as we do. There is something disappointing, too, in the knowledge that the boy with a strong taste for Literature and History, a strong distaste for Mathematics, and an incapacity for languages (not a very uncommon case), has to be told that the Modern Side is a worse place for him than the Classical. I may here mention an instance of the extent to which Classics are crowded out in the middle part of the school. Formerly, evening exercises were almost always Classical. In the long-evening terms, a very large amount of the Classical work came then. In two forms taken at random from the middle part of the school here, the evening work runs from Monday to Saturday thus—Scripture exercise, English Repetition, Mathematics, Classics, Mathematics, Classics, Map, and French. In several of the returns from the schools, I see that History, Geography, &c., come out of Classical hours at the master's discretion. It is the natural course which the recognition of the New Subjects takes, and I do not repine; but I say that we need better organisation, for the "scholars" of the middle forms, in the old sense, are in some danger of getting far too little scholarship. We have had a Grammer Committee lately making laudable efforts to educe order out of chaos, and they have produced a very good scheme for the teaching of Latin Grammar; but the masters of the middle forms unanimously stated that, though the scheme was good, there was no time for it.

Then we are threatened with additional subjects whose claims it will be very hard to resist. Applied sciences are hardly sufficiently provided for by a workshop alone. We do nothing in the way of real teaching or training for technical education. Engineers complain of the uselessness of the young fellows who seek an entrance into their offices and workshops. I would ask those who do not think their present time-table unmanageable, whether they do not think the danger very near, if not actually present. Passing from the consideration of the evils of this multiplicity to that of the remedies which can be devised for them, I am well aware that, though it is comparatively easy to elaborate a system in theory, it is very hard to make any new system work well in practice, and that the desirable may very likely prove to be the impossible. A radical measure would be to say—Give up your English Boarding Schools, develop the Day School system once more, give up the Form system in them, subdivide freely into Departments; don't attempt to place in rank your whole school; let such Boarding Schools as survive be for the rich who can afford to treat education as a luxury, not as a practical training, or else let them be specialized schools not attempting to train for more than one or two professions. This we may call Disintegration.

I am not at all sure that a Minister of Education, had we an autocratic one, would not say this—and I am one of those who for other reasons believe in day schools; but I do not think it in the least likely that the boarding school will tend to disappear; on the contrary, with a renewed period of commercial prosperity, I should expect to see a considerable increase in their number. Besides, I think the evil presses and I should like this Society to devise, in its wisdom, some immediate palliative.

I shall assume, then, that our schools remain, as regards class of boys and range of studies, at least not more restricted and specialized than at present. I shall assume that, whether we like it or not, we have to prepare boys for very various examinations, and that, whatever our wishes as regards day schools, we all of us desire to deliver boys, for considerations of health, morals, and happiness, from the crammer's hands. Personally, also, I should be very unwilling to give up ranking the school as a whole and the division into forms. These two, I may point out, are not identical. You may rank your school by the combined results of marked work of various kinds, and of examinations, as often as you please; the Form system implies that there is more or less intercourse for a considerable time between the subdivisions of the school order, and probably, though not necessarily, that they are brought under the charge and influence of one master more than others. I value the Form system highly. Life at school is artificial in its dignities, authorities, and discipline, the social effects of the Form intercourse, as a corrective of the narrowness and jealousies which are, to some extent, inevitable under the House system, are very great; and since, so far as I can see, you must have competition as a stimulus, you are bound to minimize its anti-social tendency, by bringing the competitors together, and giving them as much as possible of common interests.

The remedies which I have to propose, may be arranged under two heads:—

1. Stratification of subjects.

2. Specialisation. A great extension of the plan of teaching special subjects, and, above all, each boy's staple subject, by classes, retaining the bye-subjects for the Form system.

They are neither of them new. I have no experience of the first, nor of the second on a large scale, and except on a large scale it is no remedy; but perhaps some of those who have tried one or both of them—for they are by no means mutually exclusive—will be able to enlighten us; and, it may be, settle the question.

The first may be carried out week by week, or month by month, or term by term, or year by year. It has two sides. Subjects may be taken consecutively, and in a certain order, because we believe that to be their natural order, or the order which corresponds to the natural development of the faculties. That there is such a natural order, I believe on *à priori* grounds; that we have ascertained it, I very much doubt; and that, if ascertained, it has not been adopted, I feel very confident. But, in a rough way, we always have stratified studies. We begin, for good reasons, with the alphabet; we call some studies propædeutic; we do not teach logic to babes, nor international law in Board Schools. Besides this, subjects may be taken consecutively, merely as an expedient for the attainment of greater proficiency in more subjects in the end. The system has the advantage of securing continuity of interest, of burdening the memory less for the time being, at any rate, of giving some insight into a subject, and some grasp of and familiarity with principles. It has on its side that lucid simile of Plato's which compares knowledge once acquired to birds in an aviary—not held, it may be, in the hand, but a real possession none the less. It need not lie open to the charge of monotony, for it is not assumed that only one subject is taught at a time. It would not, I suspect, lend itself very readily to the Form system, because the differences between boys not specially sorted for the subject, would tend to become much more marked and obstructive. Also, the only teacher I know who tried it, teaching subjects for a fortnight at a time, did not think that the rate of progress was accelerated. Still, I should like to see the plan fairly tried, and I should especially like to see certain subjects taught before boys come to our public schools,—*e.g.*, Geography, English Grammar, a good deal of English literature, and above all a good deal of French,—leaving much more Latin to be taught in the schools, and Greek, in all but exceptional cases, to be begun there. I believe, also, that as opinion is gradually being formed on the teaching of Science, as the result of practical experience, that it tends to hold that Chemistry, at any rate, should come later than it usually does, and should have a considerable amount of Mathematics as a propædeutic.

2. Specialization.

I believe this is to be the true remedy. Find out a boy's bent or his powers (they do not always point the same way), or, what is often easier, settle his profession early. This will determine what the staple of his study must be; and, for the rest, let his bye-subjects be settled by considerations such as—what can conveniently be taught to a disparate form, what knowledge should every gentleman possess, what will help the formation of character, what can be done better under pressure of school discipline than afterwards when knowledge has to appeal to its intrinsic value only? It implies that we shall seriously settle the question, "What knowledge is of most worth," not for the race, but for the individual. I think we may fairly be expected to do so. It leaves room among the bye-subjects for the necessary compromise involved in all large schools, where, more or less, the individual is, and must be, sacrificed to the community. It also involves, I feel sure, if so intricate an organisation is to be manageable at all, that we should recognize, much more clearly than we do in practice, the essential difference between the scientific teaching of the process, and the popular communication of the result. Both forms of teaching seem to be applicable to almost all studies, and both, each in its proper sphere, to be right. They correspond to two deep-seated principles of our nature,—the first to the curiosity which lies at the root of all knowledge, which questions and proves all things, and is always widening the limits of our knowledge—the spirit of science; the second to the intelligent sympathy with all things human which gives the audience to the philosopher, and a reading public to all who will first learn something and then impart it. We are accustomed, or were rather, to regard this second faculty as essentially feminine, the first as essentially masculine. I would rather say that, in the ideal education of the ideal man, he should be trained to direct the spirit of curiosity upon some one or two subjects, or at least upon one or two at a time; but that always, from youth to extreme old age, he should be ready with his intelligence to hear and appreciate all things new, and all things true, that the labours of other place within his grasp. Dr. Wiese, I think, said (on the first of his visits to English Schools) that the English Teacher said, "Thue was ich thue," the German, "Höre was ich sage." The first is the language of the spirit of thorough inquiry, the second of the popular instructor. Of subjects which I would have studied in this popular way, for their results, I do not think that we can have too many; and I have no fear of dilettantism, so long as something is studied in its length and breadth and depth.

Even if I am right, however, in thinking that we ought to adopt early specialization, the special subjects being taught in carefully assorted classes, combined with a good many studies pursued in a popular and more superficial way, to be taken as now by the Form system, I must admit that the problem has only been stated. A few years ago just after S—— had convinced us all of the iniquity of teaching Greek to four-fifths of its present victims, there seemed to be a gleam of hope that several schools would combine to drop Greek as a compulsory entrance subject, to cease to teach it in the Lower School at all, and to face the task of beginning it with promising boys who had not previously learnt it. I then worked out, for the Middle and Lower School here, a scheme based on this principle, taking our then existing staff, and sent it in to the Head-master. It has passed into not unexpected and not undeserved oblivion; but, so far as my memory serves me, each master was to take a form, and I assumed that he was competent to take the boys in Divinity, History, English, and easy Latin. The special subjects distributed between the masters were Greek, harder Latin, Composition, Mathematics, Modern Languages separately, higher English, Science in several branches. The ratio of marks for each class was to be assigned, the marks themselves were to be combined at intervals for the purpose of placing the form, and finally, together with the examination marks, to fix the order for the term upon which promotions were to be made. It involved the abolition of the Pupil Room system, which exists at some schools, but which, I believe I am right in saying, has been all but surrendered lately in one at least. I like the system, but I have long thought it indefensible on intellectual grounds, as being too wasteful of time, and on general grounds as casting an undeserved slur on masters who are not tutors—for which, now that the supremacy of the Classics has gone, there is not a shadow of reason.

The system of classes and forms must, I think, in any such system, be complete and distinct for each division of the school; the number of such divisions would vary with the range of age at each school, but no boy in a Middle School form would be allowed to do class-work in an Upper-school class. The form-lessons would average about one a day, enough I think to give the form a sufficient consciousness of its own existence. The lessened hold of the master upon a form, which he would see comparatively so seldom would be compensated by the increased insight he would gain into the character of the boys who did class work with him, for these would remain for a long time with him.

The increase of pace resulting from sorting boys by capacity, it will be conceded, would be very large; the special gifts and interests of the various members of the staff would be more easily utilized. Difficulties there would be without end. Such a time-table as the plan implies would take somebody two or three holidays to devise. It would be hard to keep the numbers in the classes even, to apportion the work of each master fairly; the difficulty of choice for the boy (a matter to be settled between the parent and the house-master) would cost many hours and much anxiety. The teaching of the upper forms is another difficulty. One would like to place them as much as possible under the Head-master, and yet they will not be less but more disparate than the other forms. But I am so convinced that at present the scholar, the mathematician, the science student get far less than their due, and that we are tending to produce smatterers more and more, that I should be glad, at all costs, to see the scheme, or some similar one, tried next term.

I have been talking long enough, and I have written the last few pages far too hurriedly for them to do more than serve as food for criticism; but I should like to offer to your consideration, in conclusion, the following maxims which, if sound, bear upon the subject I have tried to elucidate:—

1. Do not teach scientifically what will certainly not be pursued scientifically.

2. For boys between twelve and sixteen, so far as choice is open, choose subjects which bear on character as well as intellect.

3. Believe that, so far as "training" goes, the *method* matters far more than the subject.

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH July TO 15TH AUGUST 1881.

Fresh supply received from England.

	Rs.	a.	p.
Stormonth's English Dictionary—Etymological and Pronouncing	3	12	0
Fenwick's Medical Diagnosis	3	4	0
Austen's Mansfield Park. Paper bound	0	8	0
Ditto Pride and Prejudice. ditto.	0	8	0
Ogilvie's English Dictionary	3	12	0
Williams's (Francon) The Geography of the Oceans—Physical, Historical and Descriptive, with Maps and Illustrations (Phillip and Sons)	1	4	0
Sullivan's Geography Generalized	1	4	0
Heywood's National Atlas	0	8	0
Roscoe's Chemistry (Science Primer)	0	8	0
Balfour Stewart's Physics (ditto)	0	8	0
Geikie's Physical Geography (ditto)	0	8	0
Todhunter's Euclid	1	12	0
Ditto Algebra for Beginners	1	4	0
Bain's Higher English Grammar	1	4	0
Morris's Lessons in Historical English Grammar	1	4	0
Nelson's Royal Reader. The Primer	0	1	0
Ditto ditto No. I.	0	2	8
Ditto ditto No. II.	0	4	8
Ditto ditto No. III.	0	8	0
Collins's Pocket Pronouncing Dictionary	0	4	0
Balfour Stewart's Elementary Lessons in Physics	2	4	0
Todhunter's Plane Trigonometry	2	8	0
Shakespeare's Merchant of Venice, by Hunter	0	8	0

New Works published by the Department.

MARATHI.

	Rs.	a.	p.
Bhutalavishayak Vidyechin Mulatatven, being a translation of Blanford's Physical Geography by Rao Sahib Balwant Ramchandra Sahasrabudhe	0	13	0

New Editions published by the Department.

SANSKRIT.

	Rs.	a.	p.
Panchatantra. Books II. and III., edited with Notes by Dr. G. Bühler, 2nd edition revised (No III. Bombay Sanskrit series)	0	9	0

MARATHI.

Uttararamacharitra: a Drama in seven Acts, translated by Parasharam Pant Godbolé, 2nd edition	0	8	0
Venisamhara Natak: a Drama in six Acts, translated by ditto. 3rd edition	0	8	6

GUJARATI.

Hope's Outlines of Geography, Part I. 4th edition	0	2	0
Mahipatram's Short History of Gujarat. 3rd edition	0	1	0

ANGLO-GUJARATI.

Green's English Phrases with their Idiomatic Gujarati Equivalents. 7th edition	0	11	0

New Books purchased by the Department.

URDU.

Risala Hifze Sihhat, or Urdu translation of Cunningham's Sanitary Primer	0	1	6

Government Publications for sale.

ENGLISH.

Bombay High Court Circular Orders. New edition	2	0	0
Gazetteer of the Bombay Presidency, Vol X.—Ratnagiri and Sawantwadi.	3	14	0
Ditto ditto Vol XII—Khandesh.	4	10	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Dismissals.

NOTIFICATION.

The subjoined Government Resolution, No. 2568, dated 6th instant, General Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th August 1881.

Dismissals.

No. 2568.

GENERAL DEPARTMENT.

Bombay Castle, 6th August 1881.

Memorandum from the Government of India, Home Department (Public), No. 29—1046, dated 20th July 1881—Forwarding, for such action as may be considered desirable, copy of the following Circular (No. 33-J., dated 27th June 1881), addressed by the Government of Bengal to all Heads of Departments under that Government, on the subject of the dismissal of Government servants on account of offences for which they are liable to be criminally prosecuted :—

"Cases occasionally occur in which it is considered inexpedient to undertake the prosecution of Government servants who are dismissed on account of offences for which they are liable to be criminally prosecuted. I am directed to request that in future, in such cases the reasons which render it inexpedient to undertake a criminal prosecution may be recorded at the time that the order of dismissal is passed. When there is no objection to such a course, the reasons should be included in the order of dismissal, of which the dismissed servant receives a copy; but in every case a copy of the recorded reasons for not instituting a prosecution when the offender was liable to one should be forwarded with any report that may afterwards be made on the case to Government."

RESOLUTION.—Copies of the Circular issued by the Government of Bengal should be forwarded to all Departments of the Secretariat and all Heads of Offices under the several Departments with a request that the procedure ordered by the Government of Bengal may be also adopted in this Presidency.

J. MONTEATH,
Acting Under-Secretary to Government.

To the REVENUE DEPARTMENT of the SECRETARIAT; the FINANCIAL DEPARTMENT of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to the Heads of Offices under those Departments); the ACCOUNTANT GENERAL.

Stores.

NOTIFICATION.

The subjoined Government Resolution, No 2889, dated 9th August 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
25th August 1881.

Stores. No. 2889.

FINANCIAL DEPARTMENT,

Bombay Castle, 9th August 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 1923, dated 22nd July 1881:—

"Read again—

Resolution in this Department, No. 953, dated the 10th June 1881, prescribing that articles of other than Indian origin or manufacture required for the public service must be obtained through the agency of the India Office, but that endeavours should be made to substitute for such articles, wherever feasible, articles of Indian production and manufacture.

"Read also—

Letter from the Government of Bengal, No 33, dated 4th April 1881, stating that tenders for the local supply of stationery for 1882-83 had been called for, and that it was not intended to prepare an indent for transmission to the Secretary of State.

Telegram to the Government of Bengal, No 71, dated the 14th April 1881, directing that the notice calling for tenders should be cancelled and the indent prepared and submitted without delay.

Letter from the Government of Bengal No 58, dated the 18th June 1881, forwarding, for transmission to the Secretary of State, an indent for stationery and paper required for the year 1882-83.

"RESOLUTION—In consequence of a misapprehension of the orders on the subject of the supply of stores from England for the public service, the stationery required for the Bengal Presidency for 1880-81 and 1881-82 was obtained from local contractors, and the Government of Bengal had sanctioned the continuance of the system for 1882-83, when the Government of India intervened and directed a return to the system of obtaining imported articles through the India Office.

"2. The Government of Bengal has now submitted the indent as required, and it has been forwarded to the Secretary of State for compliance, with the exception of the items noted below which have been struck out of the list, as the Governor-General in Council has assured himself that the articles they comprise are now manufactured in India, and has decided that in all cases where Indian manufactures can be obtained as good in quality as imported articles and no dearer in price, they shall be substituted for them.

(1) *Parallel rulers.*—These are made at the Government Workshops and Foundry, Roorkee, and there is no doubt that they can also be made at other similar private establishments in India, *e.g.*, Messrs. Apcar & Co., and Messrs. Jessop & Co., Calcutta; Messrs. Fraser and Miller and Messrs. Richardson and Cruddas, Bombay;

perhaps also at the workshops of the Government Dockyards. There can be no difficulty in obtaining them of Indian manufacture.

(2) *Japanned tin boxes for colours* (*empty*).—Articles of tinned ware are commonly made in the Indian bazaars, and the industry is extensive. It is desirable that tin-workers should be encouraged to produce such articles.

(3) *Red tape (cotton), ½" and ¼" wide and 7 yards long.*—The local Government should call for tenders from the cotton mills in Bombay, Cawnpore and Calcutta for the supply of this article of local mill manufacture.

(4) *Round rulers*
(5) *Flat rulers.* } —Both these articles should be made locally. The wood from which they are made in England is largely Indian wood. Native or European carpenters and cabinet-makers should be invited in Bombay, Madras and Calcutta to tender for their manufacture of sissoo wood or Bombay black-wood.

(6) *Plain ink-glassss, with plated tops.*
(7) *Plain ink-glasses, with screw-off tops.* } —The Governor-General in Council understands that glass-workers in Calcutta and elsewhere can produce the kind of glasses required, and that the manufacture of the article is also being carried on at Lahore. The tops can be made by metal workers in the bazaars.

(8) *Pasteboards.*
(9) *Strawboards,* } —These two articles should be obtained from the local paper mills, either those at Bally or Girgaum (Bombay), or elsewhere, according to convenience of supply and distribution, and tenders should be invited.

(10) *Slices or paper-cutters (ivory).*—The manufacture of ivory-ware is such an extensive industry in India that it is unnecessary to resort to the English market for these articles. Workers in ivory in Bengal, Madras (Vizagapatam) and Bombay should be invited to tender for the supply of paper slices, and also for that of ivory penholders, only the metal portion attached to these latter being, if necessary, obtained from England.

(11) *Envelope stands of fancy wood with compartments of sizes.*—These can be made in Calcutta and other towns by native or European cabinet-makers or joiners.

(12) *Pink and white blotting-paper.*—The remarks made on Nos. 9 and 10 apply to this article.

(13) *White tape* (*cotton*), ⅜" *wide.*—The remarks made with reference to red tape (No. 4) apply to this article also.

(14) *Brass note-book clasps.*—There seems no reason to doubt that native metal workers in Bengal, the North-Western Provinces and elsewhere can make these clasps in strict accordance with the samples which accompanied the letter from the Government of Bengal. Ordinary brass-work of this kind should always be procured of native manufacture.

(15) *Bookbinders' tools*, viz., *scratchers, paper-knives and plough-knives.*—It has been ascertained that these articles are commonly

made at the Roorkee Workshops, and no doubt they can be made on demand at other similar establishments.

(16) *Machine-blanketing (for printing-work)*.—The Manager of the Cawnpore Woollen Mills has stated his readiness to produce this article according to sample. It should be ascertained whether any other Woollen Mills, *e.g.*, the Elgin or Muir Mills, Cawnpore, orthe Bangalore Woollen Mills, would be able and willing to make similar articles.

"3. In all cases where native workers in the bazaar are employed, it is desirable that if the work is to be done elsewhere than in Calcutta, the arrangements should be made through the district authorities, who will generally be in a position to secure better rates and workmanship than if the artisans were employed direct or through other agency.

"4. The Governor-General in Council requests that the Government of Bengal will give the instructions necessary for carrying into effect the wishes of the Government of India, as expressed above in regard to the articles named. The Government of India further particularly desires that no articles for the stationery stores may in future be indented for from Europe which can be procured of local manufacture, and His Excellency in Council looks to the local Government carefully to strike out of indents passing through its hands all items which may be found on consideration capable of manufacture in India. Careful enquiries should be made in regard to all such articles, and not until it is satisfactorily shown that local manufactures cannot compete with the imported articles should such indents be accepted.

"5. It is not desired that in regard to the articles specified above or any others the local Government should confine its orders to any particular firm or locality herein named. Further enquiry may elicit the fact that similar manufactures are carried on in other localities under more favourable conditions. As a rule, the best course to adopt will be to ascertain where certain articles can be, or are, made, and then to call for tenders from all the ascertained localities.

"6. The principles enunciated above apply to paper equally with other articles of stationery, and should be carried out as far as practicable. The Indian paper mills are not at present of a nature to permit of the manufacture of the superior qualities of paper; but His Excellency the Governor-General in Council expects shortly to be able to notify for general information the quantities of such paper which have usually been obtained from England, with the prices paid, and will be prepared to enter into engagements, for its supply to Government for a term of years, with any private parties or companies who may give satisfactory guarantees of their ability to manufacture it in India, at a cost not exceeding that hitherto paid.

"7. These remarks will be communicated to all other local Governments and Administrations, who will be required to act on them in regard to future supplies of stationery, and to apply them also to indents for stores in all other Departments."

"ORDERED—That the foregoing resolution be communicated to the Government of Bengal for information and guidance.

"Also, to the local Governments and Administrations noted in the margin, for information and guidance. The Governments of Madras and Bombay are requested to arrange that no future indents for stationery from those provinces shall contain the articles specified above, or any others which may be procured of Indian manufacture."

Bombay.
Madras.
North-Western Provinces and Oude.
Punjab.
Central Provinces.
Assam.
British Burmah.
Ajmere.

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat and all Heads of Offices in continuation of Government Resolution No. 2236, dated 23rd June 1881.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS OF OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with copies for distribution to the officers subordinate to them); the ACCOUNTANT-GENERAL.

Red Ink.

NOTIFICATION.

The subjoined Government Resolution No. 2813, dated 3rd August 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
24th August 1881.

Red Ink. No. 2813.

FINANCIAL DEPARTMENT.
Bombay Castle, 3rd August 1881.

Transfer from the Military Department of the Secretariat, No. 290-ORD., dated 22nd July 1881, of the following paper:—

Letter from the Inspector General of Ordnance, No. 8152, dated 16th July 1881—Stating, with reference to Government Resolutions Nos. 2457 and 2747, dated 20th June and 12th July 1879, prohibiting the use of red ink made of fuchsine aniline, and directing the departments concerned to make their own arrangements for the supply of red ink, that the Superintendent of Stationery has in the supply of stationery just received, supplied a quantity of fuchsine with a remark that this course has been adopted under instructions recently received from Government; and as orders have been issued to Ordnance Executive Officers in the terms of the Resolutions above quoted, requesting that orders of Government cancelling the above may be issued.

RESOLUTION.—A copy of Government Resolution No. 4202, dated 27th November 1880, embodying the orders of the Government of India, authorizing the use of red ink prepared from fuchsine aniline should be forwarded to the Military Department for information and communication to the officers subordinate to that Department.

2. Copies of the above Resolution should also be forwarded for the information and guidance of the other Departments of the Secretariat and all Heads of Offices under the Revenue, Financial and General Departments in supersession of the orders contained in Government Resolution No. 2030, dated 12th June 1879.

J. MONTEATH,
Acting Under-Secretary to Government.

To the REVENUE DEPARTMENT of the SECRETARIAT; the GENERAL DEPARTMENT of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS; all other DEPARTMENTS of the SECRETARIAT (with spare copies for communication to the Officers subordinate to them); the SUPERINTENDENT of STATIONERY.

Red Ink. 4202.

FINANCIAL DEPARTMENT.

Bombay Castle, 27th November 1880.

Memorandum from the Government of India, Department of Finance and Commerce—Forwarding, for information, with reference to this Government letter No. 3108, dated 30th August 1880, a copy of their letter to the Government of Bengal, No. 3649, dated 12th November 1880, and intimating that the proposal to use red ink prepared from fuchsine aniline for the offices supplied by the Superintendent of Stationery, Bombay, is approved.

RESOLUTION.—Copy should be forwarded to the Superintendent of Stationery for information and guidance, with reference to Government Resolution No. 3107, dated 30th August 1880.

H. A. ACWORTH,
For Acting Secretary to Government.

To the SUPERINTENDENT of STATIONERY (with copies of the papers).

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16th OF JULY TO THE 15TH OF AUGUST 1881.

16th July 1881.—Mr. L. C. Bapat is appointed substantive *pro tem.* Fourth Assistant Master in the First Grade Anglo-Venacular School, Phanaswadi, Bombay.

18th July 1881.—Fourteen days' privilege leave is granted to Mr. Bhagwandas Brijbhucandas, First Assistant Master, Poona Camp School.

21st July 1881.—Mr. S. C. Annikhindikar is appointed substantive *pro tem.* Second Assistant Master in the Karwar High School.

21st July 1881.—Mr. R. J. Joshi is appointed substantive *pro tem.* Third Assistant Master in the Karwar High School.

21st July 1881.—Mr. H. A. Dongre is appointed substantive *pro tem.* Fourth Assistant Master in the Karwar High School.

21st July 1881.—Mr. A. S. Nadkarni is appointed substantive *pro tem.* Fifth Assistant Master in the Karwar High School.

21st July 1881.—Mr. M. D. Nadkarni is appointed substantive *pro tem.* Sixth Assistant Master in the Karwar High School.

21st July 1881.—Mr. M. S. Nadkarni is appointed substantive *pro tem.* Seventh Assistant Master in the Karwar High School.

21st July 1881.—Mr. G. A. Shonche is appointed substantive *pro tem.* Seventh Assistant Master, Nasik High School.

22nd July 1881.—An extension of six months' leave is granted to Mr. Bhupatram N. Mehta, Second Assistant Master, Balsar Anglo-Vernacular School.

27th July 1881.—Mr. G. M. Laivala, Second Assistant Master, Ahmedabad High School, is appointed Acting First Assistant Master in the same School, *vice* Mr. Sayani.

27th July 1881.—Mr. Balkrishna Parsharam Karandikar, B.A., is appointed substantive *pro tem.* Fourth Assistant Master (Marathi Side), Belgaum High School.

30th July 1881.—Mr. B. F. Patel, Second Assistant Master, (Gujarati Side), Elphinstone High School, is appointed Acting First Assistant Master in the same School, *vice* Mr. Mistri.

30th July 1881.—Mr. H. F. Shanahan, Third Assistant Master, (Gujarati Side), Elphinstone High School, is appointed Acting Second Assistant Master in the same School, *vice* Mr. Patel.

30th July 1881—Mr. P. R. Sanjana, Fourth Assistant Master (Gujarati Side), Elphinstone High School, is appointed Acting Third Assistant Master in the same School, *vice* Mr. Shanahan.

30th July 1881—Mr. R. A. Daruvala, Fifth Assistant Master (Gujarati Side), Elphinstone High School, is appointed Acting Fourth Assistant Master in the same School, *vice* Mr. Sanjana.

30th July 1881—Mr. J. B. Kanga, Sixth Assistant Master (Gujarati Side), Elphinstone High School, is appointed Acting Fifth Assistant Master in the same School, *vice* Mr. Daruvala.

30th July 1881—Mr. N. J. Ratnagar, Seventh Assistant Master (Gujarati Side), Elphinstone High School, is appointed Acting Sixth Assistant Master, in the same School, *vice* Mr. Kanga.

30th July 1881.—Mr. F. B. Karani, Eighth Assistant Master (Gujarati side), Elphinstone High School, is appointed Acting Seventh Assistant Master in the same School, *vice* Mr. Ratnagar.

30th July 1881—Mr. F. R. Billimoria, Ninth Assistant Master (Gujarati Side), Elphinstone High School, is appointed Acting Eighth Assistant Master in the same School, *vice* Mr. Karani.

30th July 1881.—Mr. N. P. Desai, Tenth Assistant Master (Gujarati Side), Elphinstone High School, is appointed Acting Ninth Assistant Master in the same School, *vice* Mr. Billimoria.

30th July 1881.—Mr. M. D. Arjani, Eleventh Assistant Master, (Gujarati Side), Elphinstone High School, is appointed Acting Tenth Assistant Master in the same School, *vice* Mr. Desai.

30th July 1881.—Mr. H. N. Lord, Twelfth Assistant Master (Gujarati Side), Elphinstone High School, is appointed Acting Eleventh Assistant Master in the same School, *vice* Mr. Arjani.

30th July 1881—Mr. F. K. Bajan, Thirteenth Assistant Master (Gujarati Side), Elphinstone High School, is appointed Acting Twelfth Assistant Master in the same School, *vice* Mr. Lord.

30th July 1881.—Mr. E. R. Sahiar, Ninth Assistant Master (Marathi Side), Elphinstone High School, is appointed Acting Thirteenth Assistant Master (Gujarati Side), in the same School, *vice* Mr. Bajan.

30th July 1881.—Mr. M. N. Pavri, Second Assistant Master, Gokhaldas Tejpal First Grade Anglo-Vernacular School, is appointed Fourteenth Assistant Master (Gujarati Side), Elphinstone High School, but is to act for Mr. Sahiar, Ninth Assistant Master (Marathi Side), in the same School.

3rd August 1881.—One month and twenty-one days' sick leave is granted to Mr. G. B. Patwardhan, Head Master, Kalyan First Grade Anglo-Vernacular School.

9th August 1881.—Mr. Hormasji K. Bharucha, B.A., Head Master Anglo-Vernacular School, Ankleswar, is appointed substantive *pro tem.* Second Assistant Master in the Broach High School.

10th August 1881.—Three months and twenty-two days' extension of leave, without pay, is granted to Mr. Vithaldas Dhanjibhai, First Assistant Master, Rajkot Training College.

10th August 1881.—Three months' sick leave is granted to Mr. Krishnaram Govindram, Taluka Master, Pardi Vernacular School.

10th August 1881.—Mr. Ramkrishna Hari Belsare, Head Master, Parola No. 1 School, is appointed Head Master, Sangamner No. 2 School.

10th August 1881.—Mr. Antaji Trimback Marathe, Head Master, Sangamner School, No. 2, is appointed Head Master, Parola No. 1 School.

11th August 1881.—Mr. Hiralal N. Dalal, B. A., Second Assistant Master, Surat High School, is appointed Acting Second Assistant Master in the Ahmedabad High School.

11th August 1881.—Mr. Maganbhai K. Vimavala, Third Assistant Master, Ahmedabad High School, is appointed Acting Second Assistant Master in the Surat High School.

11th August 1881.—Mr. K. P. Trivedi is appointed Acting Third Assistant Master in the Ahmedabad High School.

11th August 1881.—Mr. Ranchodlal Khambata is appointed Acting Fourth Assistant Master in the Ahmedabad High School.

12th August 1881.—Six months' leave, without pay, is granted to Mr. S. R. Kirloskar, First Assistant Master, Ratnagiri High School.

12th August 1881.—Mr. S. B. Sule is appointed substantive *pro tem.* First Assistant Master in the Ratnagiri High School, until further orders.

12th August 1881.—Mr. Ramchundra Trimback Patwardhan is confirmed in his appointment as Sixth Assistant Master in the Tanna High School.

13th August 1881.—Mr. B. S. Chinai, Second Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, is appointed First Assistant Master in the same School.

13th August 1881.—Mr. N. K. Daji, Third Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay, is appointed Second Assistant Master in the same School.

13th August 1881.—Mr. M. E. Carpenter, Fourth Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay, is appointed Third Assistant Master in the same School.

13th August 1881.—Mr. S. M. Vajifdar, Fifth Assistant Master in the Chandanwadi First Grade Anglo-Vernacular School, is appointed Fourth Assistant Master in the same School.

13th August 1881.—Mr. P. M. Sakladwala is appointed, on probation, Fifth Assistant Master, Chandanwadi First Grade Anglo-Vernacular School, Bombay.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th August 1881.

Bombay Educational Record.

No. 10.] OCTOBER 1881. [Vol. XVII.

THE MONTH.

THE Madras Educational Report for 1879-80, lately published, shows satisfactory results. During the year the schools increased from 9,274 to 10,533, and the pupils from 237,838 to 268,379. The increase is ascribed chiefly to the greater development of primary education. Native Christians show the largest proportionate increase, then Hindus, and then Muhammadans. The progress in female education was highly satisfactory. In the matriculation examination of the university, 3,309 were examined and 1,094 passed, compared with 2,597 and 356, the corresponding figures for the previous year. The cause of the high proportion of failure was, as last year, the great severity of the examination. The entire expenditure on education during the year was Rs. 28,23,473, of which Rs. 10,36,053 came from Provincial Revenues and the Educational Building Fund, Rs. 3,53,783 from Local Funds, Rs. 58,799 from Municipal Funds, and Rs. 13,74,853 from Endowments, Fees, and other sources.

THE nucleus of a university is being formed at Ispahan, colleges being in the course of erection there for the teaching of languages, European as well as Asiatic, and of the arts and sciences. The colleges will be mostly under European supervision.

IT will be seen from the orders of Government, which we publish further on, that it is not permissible for an officer of the Educational Department to accept tuition-fees from private pupils, or to be proprietor or part-proprietor in any public newspaper or periodical other than one mainly devoted to art, science or education.

WE would draw attention to the following important changes which it is proposed to make next year in regard to the elementary schools of England. Mr. Mundella, the Vice-President of the Council of Education, recently said in the House of Commons:

"It was proposed to adopt the average attendance in each school as the basis of the grants which had hitherto been made on account of individual scholars, whether infants under seven years of age presented to Her Majesty's inspectors for collective examination, or children above seven presented for examination in reading, writing, and arithmetic. This would provide the fairest measure of the work done, because hitherto the grant had depended too much on chance circumstances, over which the managers had no control—such as bad weather or illness. Another good effect that the alteration would have would be that it would keep the work in the school equal, inasmuch as failure in any one part would affect the whole grant; and, therefore, the master must attend to all scholars alike.

"In the second place, it was proposed that 250 attendances should no longer be required as a condition of examination, but all scholars who had been on the registers for six months would, unless there was a reasonable excuse for their absence, have to be presented to the inspector. A great advantage that would result from this change would be that it would remove the temptation to tremendous fraud that at present existed. It was a most hateful task to have to sit in judgment upon teachers who had been tempted to add one or two strokes to the number of attendances, although their doing so involved the suspension of their certificates, the blasting and blighting of their characters, and the probability that their prospects would be utterly ruined. Only last week he had had to investigate a case in which a school had been affected to the extent of 16*l.* by the addition of a single fraudulent stroke to a boy's attendances; and, in some instances, schools had been affected to the extent of even 40*l.* by means of such frauds. It had, therefore, been determined to remove this sort of temptation from the teacher's path. The alteration would also relieve the teacher's mind; it would simplify the mode of payment, and it would give great elasticity to the system. In the third place, the grants would be so assessed that the present average rate of aid would, as far as possible, be maintained. The result would be that a bad school would get less, a fair school about the same, and a good school more.

"He now came to the subject of inspection. Their staff of inspectors had grown very rapidly. They had 120 or 130 inspectors, and about an equal number of inspector's assistants; and if they continued examining individually they must increase the staff every year. There were frequent complaints made to the Department as to the laxity of some of the inspectors and as to the severity of others, and that was a source of constant trouble and anxiety to them. It was proposed to divide England and Wales into districts, and to take from the very best and most trusted inspectors a certain number of men as chief inspectors, to be placed at the head of those districts. All the other inspectors in a district would be subordinate to the chief inspector, with whom they must communicate, and he would be held responsible for their work. It was further proposed to have sub-inspectors recruited from the ranks of the inspectors' assistants and from the ranks of the schoolmasters. It was intended also that the chief inspectors of the Department should meet once a year at Whitehall, should there lay down a regular system for examinations in their respective districts, should agree upon their plans and their tests, and should enforce uniformity upon the inspectors of lower rank. By that means it was hoped that they would attain greater efficiency all over the country. It was not intended that any inspector should be employed without an ample probation, but that there should be some test exacted from inspectors as to their capacity to inspect and their ability to descend to child-life. In conclusion, he apologised for trespassing so long on the time of the House, but he felt that the Department with which he was connected was as much associated with the honour and the greatness of the country as were the army and the navy.

"He had told the House that they proposed to open another avenue to the teaching profession. They had applications by the dozen and almost by the hundred from university men who wanted occupation. If it were thought desirable to raise a brigade of university men to-morrow with very small salaries, it would not be difficult to find them, to go anywhere and do anything. It was proposed that graduates of any university in the United Kingdom, and who had passed a high examination at the university, might be recognised as assistant teachers, and might be admitted to examination for certificates after serving as assistant-teachers for one year, if the inspector reported favourably, and their skill in teaching warranted it. They would require them to go into the elementary schools for a year. They would pass to the higher schools and raise the whole tone of the teachers."

On this last point Earl Spencer also spoke to the following effect in the House of Lords:

"It was proposed to admit as teachers persons, men or women, who had been at any university in the United Kingdom. It might be said that such persons would not be likely to become teachers; but when he mentioned the remarkable fact that he had on his list the names of no fewer than 130 men who had taken first-class university honours who were candidates for the position of Her Majesty's inspectors, he thought their lordships would agree with him that a very large number of less distinguished persons would be found ready to become teachers in their larger schools."

ELEMENTARY education in Russia, says Herr Seyffurth in his last annual volume on the progress of education in all countries, is still in a very backward state. Nor is there any likelihood that it will soon improve. The war with Turkey has left Russia so exhausted and crippled in finances, and the recent conspiracies of the Nihilists have called into existence such an enormous body of state officials that no money can be spared for educational purposes. A law on compulsory education has had to be abandoned, simply because no means could be found to cover the expenses it would entail.

ACCORDING to the *Globe*, the statistics of the attendance at the Prussian universities, which have just been published, yield some interesting results. The number of students at all the universities in the Prussian monarchy during the "Sommer-Semester" of 1851 amounted to 11,284, against 11,029 during the "Winter-Semester" 1880-81. The increase of 255 students is not so slight as it seems on the surface, for a reason peculiar to German academical life. It is the habit of German students from the northern universities to go to the more pleasantly situated southern universities, especially to Heidelberg, Tübingen, and Munich during the summer, returning to their native high-schools in the north for winter-studies. Between 200 and 300 Prussian students are regularly in the habit of leaving their *Alma Mater* in the summer. The University of Berlin is especially avoided during the hot months; during the present summer she has lost no fewer than 398 students whose names remain on her books as a pledge of their return for the "Winter-Semester" of 1881-82. The numbers at the different Prussian universities stand as follows:—Berlin, 3,709; Breslau, 1,380; Halle, 1,293; Bonn, 1,070; Göttingen, 1,002; Königsberg, 841; Marburg, 701; Greifswald, 644; Kiel, 344; and Münster, 300. The greatest increase during the half-year has been shown at Bonn (167), Breslau (125), and Marburg (97). Of the different faculties, the philosophical counts the largest number of students, 5,184; the juristic comes next with 2,424; thirdly, the medical, with 2,167; fourthly, the evangelical-theological, with 1,349; and, lastly, the Catholic-theological, with 160. It is a significant fact, however, that the increase in the theological faculty is larger than in any other. While the philosophical and juristic faculties have only increased the number of their students 6 per cent., and the medical faculty 16 per cent., the evangelical-theological faculty has increased during the same interval no less than 21 per cent. For several years the universities in Prussia have found it impossible to meet the demand for parochial clergy, on account of the unwillingness of the academical youth to study theology. It is evident that there has been a very noticeable reaction in this respect.

"THE *Journal of Education* for September contains an elaborate table showing the number of hours given to various studies in 16 leading public schools, to which are added the time-table of a German gymnasium and that of a French lycée. It is calculated that the average number of hours a week in an English public school is about 26, as against 31 in a gymnasium and 40 in a lycée. Reckoning the hours of preparation, and taking into account the holidays, which are at least twice as long in England as they are on the Continent, we find that the working hours of an English, German, and French boy in secondary schools are in the ratio of 5, 8, and 11. As to the subjects taught, we find that though there are now few public schools in which science-teaching is wholly ignored, classics still form the staple of our education. An English lower school-boy gives 14 hours a week, or more than half his time, to classics; a French lycéen devotes 28 hours a week, for his first three years, to his native tongue; he does not begin Latin till the second period, or Greek till the third—that is, till he has been six years at school." We have already given a table of the school hours of the chief English public schools (see *Bombay Educational Record* for August 1880, page 170). We subjoin the time-table of a German gymnasium and of a French lycée.

Time-Table of a German Gymnasium.

School Division.	Greek.	Latin.	Math.	French.	German.	Nat. Sci.	History.	Divinity.	Geog.	Singing.	Drawing	Remarks.
First Class......	6	8	4	2	3	2	3	2	...	2	2	The 1st and 2nd have besides 2 hours of Hebrew. The sixth have 3 hours of Writing. From 1st to 4th, those who have Music are exempted from Singing-lessons. The whole School has 2 hours in Summer, and 1 hour in Winter, of Gymnastics. The time for preparation may be reckoned at 4 hours a day in Summer, and 3 in Winter.
Second Class...	6	10	4	2	2	1	3	2	...	2	2	
Third Class......	6	10	3	2	2	...	2	2	1	2	2	
Fourth Class ...	6	10	3	2	2	...	2	2	1	2	2	
Fifth Class......	...	10	4	3	2	2	..	2	2	1	2	
Sixth Class ...	...	9	4	...	2	2	..	3	2	1	2	

Time-Table of a French Lycée,

According to the Scheme lately adopted by the *Conseil supérieure de l'Université.*

School Division.	French.	Latin.	Greek.	Modern Lang.	Hist. and Geog.	Math. and Science.	Drawing.	Remarks.
First period (3 years)	28	...	...	12	12	12	6	The Time-table of 6th Form gives only hours in School, that of the other three periods includes preparation.
Second period (3 years) ...	9	26	6	8	9	10	6	
Third period (3 years)	12	13	14	9	12	9	6	* Lectures on philosophy, logic, ethics, &c.
Sixth Form (Classe de philosophie)....................	8*	1	1†	1	3	9	2	† Construing Latin and Greek texts (mostly philosophical) prepared out of School.

THE CHINESE SYSTEM OF EXAMINATIONS.

BY DAVID MURRAY, LL.D.

EXAMINATION has become so much an inherent part of our systems of education that we could not, if we would, dispense with it. The law of demand and supply has brought it into existence, and like most things, which an overwhelming public sentiment proves, its existence is vindicated by its utility. Before entering on a discussion of the value and methods of the systems of examination employed among ourselves, I propose to dwell for a little upon the character of these examinations in other countries. I believe nobody will deny that the oldest system of literary examinations is that which is still at the present day in the full tide of successful operation in China. Of course we may consider the instructions of Socrates, given in the form of a dialogue, in the street of Athens, as a still older kind of examination. That wonderful method of question and answer, which has acquired the name of the Socratic method, may well be regarded as an application of the art of examining.

The Chinese literary examinations were established about 600 A. D., during the Tang dynasty, and it is believed that they have remained essentially unchanged to the present time. It must be understood, of course, that long before this time China was a highly civilised and educated country. From the times of Confucius, who died 479 B.C., may be said to date the literary greatness of China. No uninspired man has ever produced so great, salutary, and enduring an influence on his country as Confucius. His works have not only formed the models of style for his country, but they have continued to be fountains of moral influence down to the present time. From his writings, and those of his disciples and commentators, have been derived the political wisdom and taste for learning which, when Europe was slumbering in the darkness of the middle ages, made China the home of books and schools and literary culture.

The Chinese system of examinations was established for the purpose of providing means for selecting fit persons to fill the offices of government. It was really a plan for securing a highly educated civil service, and has proved the most far-reaching and effective that the world has ever seen. It is worth while to recount the salient points of this system, if for no other purpose than to show what these despised oriental nations were doing when our ancestors were still herding swine in the forests of Great Britain.

There are four literary degrees, for the bestowal of which these examinations are held. The *first* is called *Sin-tsai*, or the flowering talent, and which may be held about equivalent to our Bachelor of Arts. The *second* is called *Ku-jin*, or promoted men, corresponding to our Master of Arts. The *third* degree is *Dsin-sze*, or entered scholars, corresponding to Doctor of Literature. The *fourth* or highest degree is *Han-lin*, or forest of pencils, and carries with it a life membership of the Imperial Academy. Each of these degrees is attained by a series of rigorous public examinations, held by government officials under the strictest regulations. The first trial is held at the public literary hall of the district, and is under the supervision of the district magistrate. A public examiner has control of the exercises. They are open to all belonging to the district who may choose to come, the number depending on the population and literary culture of the district. The examination consists in writing an essay on some subject assigned at the time. The strictest measures are taken to prevent mutual assistance or any other form of dishonesty. These essays are examined, and all which have the slightest defects are thrown out. From 4,000 candidates perhaps thirty may be selected as competent to pass, and their names are posted on the walls of the magistrate's office.

Following this comes a second trial, similar to, but much more rigorous, than the first. It is held in the chief town of a department, by special literary officers. Only those who have passed the first examination are admitted to the second, and of course the number of candidates is comparatively small. A third trial is held in the capital of the province; and a Literary Chancellor is designated to preside at this last trial, and the successful candidates receive from him their first degree as Bachelor of Arts. The possession of this degree is eagerly sought after. It confers some special privileges. Those who have attained it are exempt from corporal punishment, and they are raised from obscurity to be the conspicuous and rising men of their villages.

The examination for the *second* degree is held triennially in the capital of each of the eighteen provinces, before two Imperial Commissioners. It is held simultaneously throughout the Empire. It is the great event of the province. At the appointed time candidates flock in from all directions, bringing with them their friends, and most likely carrying the food which they are to eat during more than a month's stay. The examination is open, not merely to those who have recently received their first degree, but to those of all ages, no matter how many previous trials they may have had. Grey-headed men often continue to appear at these trials, hoping, vainly perhaps, that at last they may be successful and attain the coveted honour. One case is noted where son, father, and grandfather were all candidates for the second degree at the same examination.

It occurs about the middle of September, and occupies three several days separated from each other by two intervening days. When I was at Canton last year, I visited the hall built expressly for this purpose. It is within an enclosure, and besides buildings and rooms for the officers and examiners, contains about 10,000 stalls where the students are penned in during the trial. When the candidates enter they are strictly searched, lest their pockets, their wadded coats, their shoes or their writing-boxes should conceal some aids (cribs, as we should say,) for their examination. If anything is discovered, the culprit is expelled, degraded from his first degree and otherwise punished, as also are his father and his tutor. Each stall is three by four feet, and just high enough to stand up in. It has a rough plank across it, on which the occupant sits, and another before him, on which he writes. He is not permitted to leave his stall during the trial, which lasts the entire day. Food is cooked within the enclosure and brought to him. The first day, four themes for compositions are given out, one of which must be poetry. At the close of the day an officer collects the compositions, and the candidates are dismissed until the next trial. The second and third day's trials are similar to that of the first, except that the last themes usually relate to questions of government, law, politics, &c.

The task of examining all these papers is prodigious. If there are 8,000 candidates, which has been the case at Canton, and each candidate writes a dozen essays, there would be the appalling task of reading nearly 100,000 essays. Twenty-five days are allowed for the task, and during that time the candidates usually remain, awaiting the result with the most intense anxiety.

When the examiners have finished their work, a crier climbs to the top of the highest tower in the city, and calls out at midnight the names of the successful candidates. Great rejoicings follow. The fortunate ones are fêted and taken back in triumph to their respective homes. It is said that about 1,300 persons every year obtain this degree. These compose what in China is called the official class. From it are taken all state and provincial officials. The degree is the entering gateway to public service, and to all possibilities of promotion and success in life.

The third degree, or doctorate, is conferred at Peking only. Many are prevented from competing for this because of the expense of the journey. It is only open to those of the second degree who have not already been appointed to office. The mode of examination is very similar to that for the second degree, except that it is conducted before officials of higher rank and dignity. The graduates are inscribed on the civil list, to be employed in government service at the earliest opportunity.

The only remaining degree consists in an election to a membership of the Imperial Academy. This, as in France, is the crowning glory of the literary career. The examination for this distinction is held triennially at the Imperial Palace, and is conducted in the presence of the highest officers of government.

Such is the elaborate system of civil service examinations which has grown up in the oldest empire in the world. It ought to be added, however, that the administration of these examinations has not infrequently been charged with gross abuses. Bribery and corruption have sometimes succeeded as well as learning, in obtaining these greatly-coveted degrees. Rich men are said to have sometimes openly purchased them from the government. But such abuses have been exceptional, and it still remains true that their influence has beneficially affected the whole country, and moulded and fashioned in a notable degree the character of the people. They serve as the great public road to political preferment. The peasant in this way can rise to be a gentleman. He who before could be whipped like a dog becomes as sacred from corporal punishment as the citizen of imperial Rome. Even when the aspirants are unable to rise to the highest degrees and obtain official position, they are still raised far above their old employments. Many become village-attorneys and scribes, others undertake the work of training candidates for degrees. They are ever after marked men in their communities, and the richest merchant must rank after the poorest scholar. They have the privilege of putting up over their doors a red sign indicating their degrees, and of adopting a distinctive dress.

I cannot help regarding this system of Chinese examinations as one of the most astonishing facts in the history of education. What they have done for China is marvellous. What they are capable of doing is still more marvellous. Stiff, formal, and pedantic, as they undoubtedly now are, I regard them as containing the power and potency capable of renovating the civilization of China. As now administered, they are confined to the narrow circle of learning represented by the Chinese classics. It follows that the education which is designed to lead up to them is narrow, formal, and unfruitful. But suppose that some day the government of China is awakened, as Japan has been, to a sense of the value of western civilization; of the sciences and arts which have given England, America, and the Continent of Europe their material greatness; or the political philosophy which looks beyond the boundaries of one empire and takes in the world; of a religion which by a grand simplicity puts one God in the place of countless saints, demons, and deities. Then what will happen? Orders will go forth from Peking that henceforth these public examinations shall take in all science and human knowledge, and that the examiners shall accept as qualified for degrees not merely those who offer the Chinese classics, but equally the sciences of mathematics, physics, chemistry, politics, engineering, ship-building, or navigation. What a commotion such orders would make in that old valley of dry bones! How they would become instinct with life and energy as they had never been before! And they would rise up a great army of living men, ready to strike in and take their music and their marching step from the armies of western civilization.

BOOK RECEIVED.

The Editor acknowledges with thanks the receipt of the Report on Public Instruction in Coorg for the year 1880-81.

GOVERNMENT CENTRAL BOOK DEPÔT.

List of New Books received in the Government Central Book Depôt, Bombay, from 16th August to 15th September 1881.

New Editions published.

MARATHI.	Rs.	a.	p.
Hindustan Katharasa (Beauties of Indian History), by V. K. Oke. 2nd Edition	0	11	0
GUJARATI.			
Hope's Outlines of Geography. Part II. 3rd Edition.	0	2	0
Mahipatram's Bharata Khandano Itihasa, or a Manual of the History of India. 3rd Edition	0	8	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Stores.

Notification.

The subjoined Government Resolution, Financial Department, No. 2987, dated 15th August 1881, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27th August 1881.

Stores.

No. 2987.

Financial Department.

Bombay Castle, 15th August 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 2070, dated 29th July 1881:—

"Read the following papers regarding the supply of stores required for the public service:—

Financial	Resolution	No.	3574,	dated	3rd November 1880.
"	"	"	953	"	10th June 1881.
"	Circular	"	220	"	28th April "
"	"	"	621	"	14th May "

"Read also the following letters from the Chief Commissioner, Central Provinces :—

No. 1680—94, dated 12th May 1881.
" 2412—125, " 1st July "

"RESOLUTION.—It appears that for the public service in the Central Provinces no European stores were indented for from England during the last two years, the articles required having been procured locally. In future the orders contained in the Resolution of the 10th ultimo cited above should be carried out in the Central Provinces as elsewhere.

"2. In pursuance of the policy of the Government of India that it is expedient to encourage Indian industries, the Governor-General in Council is pleased to direct that the following articles shall in future be procured of *bonâ fide* Indian manufacture wherever possible, and when they can be supplied at rates not higher than imported goods of the same quality can be obtained.

"3. *Pasteboards.*—Over Rs. 1,000 worth was bought during the last two years. These should be obtained either from the Girgaum (Bombay) or the Bally Paper Mills, or elsewhere, according to cheapness and convenience of supply.

"4. *Turkey Red Cloth.*—Over Rs. 13,000 worth was bought during the last two years, and there is a large yearly demand for this cloth in the Central Provinces and in other local administrations. It is understood to be largely used for turbans for the Police. There will probably be no difficulty in having the cloth woven in the Indian mills, and dyed either with imported madder or with Indian dye-stuffs, such as ál (*Morinda tinctoria* and *M. citrifolia*), which is common over Northern India. Should difficulties in obtaining a suitable red present themselves at the outset, the Indian dyes of other colours are excellent and equally suitable for the purposes of Government. The Chief Commissioner should give public notice of his requirements in respect of this cloth and of the price hitherto paid for it, and invite tenders for their supply within those limits for a term of years not exceeding five.

"'His Excellency the Governor-General in Council desires that a similar course may be followed by all Local Governments and Administrations requiring cloth, and that the purchase of the imported article may be henceforward discontinued.'

"5. *Brass Rules for Printing; Iron Tanks and Pipes.*—These can be made by local manufacturers in Bombay and elsewhere, and should be obtained, whenever required, by private reference or public tender.

"6. *Spirits of Wine and Rum.*—These are largely manufactured of good quality in India, *e. g.*, at the distilleries at Shajehanpur, Simla, Gossipur (Calcutta), and Aska (Ganjam), and should not henceforward be indented for from England or purchased of English manufacture in the local market."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices for information and guidance, in continuation of Government Resolution No. 2889, dated 9th instant.

J. MONTEATH,

Acting Under-Secretary to Government.

To all HEADS of DEPARTMENTS under the REVENUE, GENERAL, and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with copies for distribution to the officers subordinate to them); the ACCOUNTANT GENERAL.

Exhibitions.

NOTIFICATION.

The subjoined Government Resolution, General Department, No. 2899, dated 2nd September 1881, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
7th September 1881.

No. 2899.

GENERAL DEPARTMENT.

Bombay Castle, 2nd September 1881.

Letter from the Secretary to the Government of Bengal, Revenue Department, Miscellaneous (F), Circular 5-T., dated 19th August 1881:—

"In continuation of my circular letter No. 7, dated 8th March 1881, on the subject of the exhibition of Indian art manufactures which it is proposed to hold in Calcutta in December next, I am directed to forward herewith a copy of a letter addressed by this Government to the Honorary Secretary to the Native Industrial Art Committee at Simla, No. 584-T., dated 27th June 1881, in reply to a communication advocating small local exhibitions of selected arts instead of a general exhibition of the character proposed by this Government. I am to say that the Lieutenant-Governor hopes that, with the permission of His Excellency the Governor of Bombay, efforts will be made on this occasion to comply as far as possible with the requests of the Exhibition Committee at Calcutta."

No. 584-T., dated Darjeeling, the 27th June 1881.

From—A. MACKENZIE, Esq., Secretary to the Government of Bengal, Revenue Department,

To—The HONORARY SECRETARY to the Native Industrial Art Committee, Simla.

I am directed to acknowledge the receipt of your letter No. 18, dated 6th June 1881, and in reply to say that the Lieutenant-Governor does not consider it advisable to make any change now in the programme adopted for the proposed exhibition of Indian art manufactures in Calcutta, which after all does not go very far beyond the original suggestion of the Native Industrial Art Committee of Simla. It seems to the Lieutenant-Governor to be a good plan to start the scheme of provincial exhibitions on a broad scale, in order to excite interest and attention. It does not follow that such general exhibitions need be annual. But the result of opening the series in the manner contemplated may be to show in what directions future efforts should be directed.

2. It is very many years since any industrial exhibition was held in Calcutta. The people of Bengal do not care to send specimens to Simla, where such exhibitions cannot do much good in instructing the people, and merely constitute a bazár for the amusement of the European residents of that station. Government has no means of knowing what progress is being made in industrial art in Bengal, and the Lieutenant-Governor would have been in favour of holding such an exhibition in Calcutta without any reference to the Simla exhibition. The opportunity of obtaining for the exhibition a good building like the Indian Museum cannot occur every year, and it seems much better to have a large, attractive, and complete exhibition at centres like the Presidency towns, once every ten years even, than a petty exhibition of one or two classes of articles every year, which cannot be of sufficient importance to attract either exhibitors or visitors.

RESOLUTION.—The above letter and its enclosure should be published in the *Bombay Government Gazette* for general information, and copies thereof forwarded to the Editors of daily newspapers in Bombay.

2. Copies of the letter and its enclosure should also be forwarded to the Departments and Officers to whom Government Resolution No. 2503, dated 2nd ultimo, was communicated, with an

intimation that Government trust every effort will be made by them to meet the wishes of the Government of Bengal.

J. Monteath,
Acting Under-Secretary to Government.

To the Commissioner, N. D.; the Commissioner, C. D.; the Commissioner, S. D.; the Commissioner in Sind; all Collectors, including the Collectors and Superintendents in Sind; the Superintendent, Sir Jamsetji Jijibhái School of Art; the Curator, Victoria and Albert Museum; the Director of Public Instruction; the Educational Department of the Secretariat; the Revenue Department of the Secretariat; the Secretary, Chamber of Commerce, Bombay; the Secretary, Bombay Trades' Association, by letter; the Editor, *Times of India*; the Editor, *Bombay Gazette*; the Editor, *Bombay Samáchár*; the Editor, *Jám-e-Jamshed*; the Editor, *Akhbáre Sodágar*, by memorandum.

Stores.

Notification.

The subjoined Government Resolution, Financial Department, No. 3061, dated 22nd August 1881, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
8th September 1881.

No. 3061.

Financial Department.

Bombay Castle, 22nd August 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 2203, dated 5th August 1881:—

"Read the following papers regarding the supply of stores required for the public service:—

Financial Resolution No. 3575, dated 3rd November 1880.
" " " 953, " 10th June 1881.
" Circular " 220, " 28th April "
" " " 621, " 14th May "

"Read also a communication from the Revenue and Agricultural Department, No. 33, dated 1st August 1881, forwarding returns showing the European stores purchased in 1878-79 and 1879-80 in the local market of the Office of the Meteorological Reporter to the Government of India.

"Resolution.—In pursuance of the policy of the Government of India, that it is expedient to encourage Indian industries, the

Governor-General in Council is pleased to direct that the following articles shall in future be procured of Indian manufacture wherever possible, and when they can be supplied at rates not higher than those for which imported articles of the same quality can be obtained :—

"*Sun-dials.*—The Government Workshop at Roorkee makes sundials, and no doubt they can be made at other establishments of a similar kind.

"*Sulphuric Acid.*—Made in Calcutta by Dr. Waldie, and probably elsewhere.

"*Alcohol.*—Made at all large distilleries and sugar factories."

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat and all Heads of Offices in continuation of Government Resolution No. 2236, dated 23rd June 1881.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS OF OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and FINANCIAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT GENERAL.

Stores.

NOTIFICATION.

The subjoined Government Resolution, No. 3106, dated 25th August 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
9th September 1881.

No. 3106.

FINANCIAL DEPARTMENT.

Bombay Castle, 25th August 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 2341, dated 12th August 1881 :—

"READ again the following papers regarding the supply of stores required for the public service :—

Financial Resolution No. 3574, dated 3rd November 1880.
" " " 953, " 10th June 1881.
" Circular " 220, " 28th April "
" " " 621, " 14th May "

"Read also the following letter from the Resident at Hyderabad forwarding returns showing the European stores procured during the last two years:—

Letter No. 246, dated 23rd June 1881.
" " 281, " 22nd July "

"RESOLUTION.—In accordance with the declared policy of the Government that for European stores articles of Indian manufacture shall be substituted wherever it is possible to do so with due regard to price and quality, the Governor-General in Council directs that in the Hyderabad Assigned Districts, as in every other place, the undermentioned articles shall in future be procured of Indian manufacture, if they can be obtained as good as and no dearer, allowing for freight and other charges, than imported articles, viz.—

American drill, dark-blue.—6,392½ yards were purchased in 1879-80 at a total cost of Rs. 2,344-5-10. This fabric is made of good quality at—

the Central India Spinning, Weaving and Manufacturing Company, Limited, Nágpur;

the Muir Mills, Cawnpore;

the Elgin Mills, Cawnpore;

the Ahmedabad Cotton Mills, Bombay;

the Sassoon Spinning and Weaving Mills Company, Limited, Bombay;

the Cawnpore Mills; and perhaps others will be able to supply it dyed.

Glue-pot, with copper kettle and stirrer.—One was purchased at £1-15.

Pressing-boards—4 at 18*s*. 6*d*. each.

Iron shooting-sticks.—6 at 3*d*. each.

Inkstands.—16 for Rs. 12-0-3.

Rulers—6 for Rs. 3.

File-boards.—100 for Rs. 87-8.

In future all these articles should be procured of local manufacture.

Blankets.—10 pieces were procured at 12*s*. 6*d*. each. Endeavours should be made to obtain these of the quality required from the Woollen Mills at Cawnpore or Bangalore.

Blotting-paper.—8 quires 15 sheets for Rs. 11-10-11.

Cartridge-paper.—6¼ quires for Rs. 32-3-5.

These articles should be obtained from the Paper Mills at Bally near Calcutta, and at Girgaum in Bombay.

Scissors.—13 scissors were obtained for Rs. 7-11-5.

Patent lock.—1 was purchased for Rs. 1-11-4.

"The Postal Workshop, Aligarh, North-Western Provinces, can manufacture scissors and padlocks of any quality and description, and probably other similar establishments owned by private firms can do so too."

Resolution.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat, and all Heads of Offices under those Departments.

J. Monteath,

Acting Under-Secretary to Government.

To all Heads of Offices under the Revenue, General and Financial Departments; the Revenue and General Departments of the Secretariat; all other Departments of the Secretariat (with spare copies for distribution to Heads of Offices subordinate to them); the Accountant-General.

Stores.

Notification.

The subjoined Government Resolution, Financial Department, No. 3166, dated 29th August 1881, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
12th September 1881.

Stores. No. 3166.

Financial Department.

Bombay Castle, 29th August 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 2301, dated 12th August 1881:—

"Read again the following papers regarding the supply of stores required for the public service:—

Financial Resolution No. 3574, dated 3rd November 1880.
" " No. 953, " 10th June 1881.
" Circular No. 220, dated 28th April 1881.
" " No. 621, " 14th May "

"Read also—

Letter from the Chief Commissioner of British Burma, No. 5161-34N., dated 25th July 1881, forwarding statements showing the European stores procured through the Secretary of State and purchased locally during the year 1879-80 and 1880-81."

"RESOLUTION.—It appears that for the Police Department in British Burma the following stores were procured, viz.—

	Rs.
Blue serge, 3,500 yards, at an aggregate cost of ...	44,050
" drill, 3,500 " " "	13,355
Turkey-red for turbans, 567 pieces, at an aggregate cost of.	2,348
Cotton goung-boungs, 4,682 " " " " ...	5,917
Silk " 460 " " " " ...	2,360
Ball bags 200 No. " " " ...	425
Handcuffs 100 " " " " ...	215
Bull's-eye lanterns 100 " " " " ...	520
Cotton putsoes 5,150 " " " " ...	10,430

The Governor-General in Council observes that, excepting bull's-eye lanterns, the articles enumerated above can be procured of Indian manufacture. In accordance with the principle declared in the Resolution of the 10th June 1881, that it is proper to substitute goods of local manufacture for imported articles whenever this can be done with due regard to cost and quality, His Excellency in Council directs that in future the articles mentioned shall not be obtained from England, if they can be obtained of Indian manufacture as good for the purposes required and as cheaply as imported articles.

"2. Serge of excellent quality is now being manufactured by the Cawnpore Woollen Mills Company, and probably is or shortly will be so elsewhere. Drill also of excellent quality is made by the Elgin Mills and the Muir Mills, Cawnpore. For these articles as well as for the other cotton goods specified, tenders should be invited from those mills as well as from the mills in the Bombay Presidency and elsewhere. In regard to Turkey-red cloth, the Chief Commissioner's attention is invited to the remarks in paragraph 4 of the Resolution No. 2070 of the Government of India, Department of Finance, published in the *Gazette of India* of the 29th ultimo. Those remarks should be acted on in British Burma as elsewhere.

"3. Silk goods should be obtained either of hand-loom weaving, which is common in Burma as well as in Bengal and other parts of the Indian continent, or from the silk mills in Bombay.

"4. Ball bags (presumably of leather) should be made at Cawnpore* or Delhi, Calcutta, or any other place where leather work is carried on extensively.

*Messrs. Tuck, Harvey & Co.
Messrs. Foy Brothers.

"5. Handcuffs, if they cannot be made in Burma, should be made at one of the iron-works in Calcutta, *e.g.*, Messrs. Jessop and Co., Burn and Co., Apcar and Co., Marillier and Edwards, or at Bombay (Richardson and Cruddas, or Fraser and Miller)."

RESOLUTION.—Copies to be forwarded for the information and guidance of all Departments of the Secretariat, and all Heads of Offices under those Departments.

J. MONTEATH,

Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

Dismissals.

NOTIFICATION.

The subjoined Government Resolution in the Revenue Department, No. 5144, dated the 7th of September 1881, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th September 1881.

Dismissals.

No. 5144.

REVENUE DEPARTMENT.

Bombay Castle, 7th September 1881.

Letter from the Commissioner of Customs, Opium and Abkari, No. 4399, dated 22nd August 1881—Soliciting a reconsideration of the orders passed in Government Resolution No. 4470, dated 2nd idem, so far as they relate to the dismissal of Shekh Lal walad Shekh Hussen, who has been a trusted and faithful servant of Government for upwards of thirty years; stating that he believes the orders of Government contained in their notifications of 19th February 1836 and No. 2212, dated 9th July 1840, are still in force, and their substance is thus given in paragraph 37 of Chapter V. of Nairne's Revenue Hand-book, Second Edition:—

"Whenever the pay of a servant in any of the public establishments of Government is attached by a writ of Court, and he does not effect an arrangement for the removal of the attachment within three months, the Head of the Department is authorized to discharge such servant from the service;"

proposing to call upon Shekh Lál, in accordance with the above quoted orders, to effect an arrangement for the removal of the attachment on his salary within three months, and if he fails to do so, to allow him to retire on whatever pension he may be entitled to under the provisions of the Civil Pension Code; and adding that he trusts the course proposed by him will meet with the approval of Government.

RESOLUTION.—The course proposed by the Commissioner of Customs, Opium and Abkari, is approved for the reasons stated by him in modification of the orders contained in Government Resolution No. 4470, dated 2nd ultimo.

J. B. PEILE,
Secretary to Government.

To the COMMISSIONER of CUSTOMS, OPIUM and ABKARI; the FINANCIAL DEPARTMENT of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT-GENERAL; the REMEMBRANCER of LEGAL AFFAIRS; the COMMISSIONER in SIND and the COMMISSIONERS, N., C. and S. DIVISIONS; the SURVEY and SETTLEMENT COMMISSIONER; the three CONSERVATORS of FORESTS; the INSPECTOR-GENERAL of REGISTRATION and STAMPS; the COLLECTOR of SALT REVENUE; the COLLECTOR of BOMBAY; the SUPERINTENDENT of STAMPS; the SUPERINTENDENT of STATIONERY; all COLLECTORS, including COLLECTORS and DEPUTY COMMISSIONERS in SIND; the TALUKDARI SETTLEMENT OFFICER (with copy of Government Resolution No. 4470).

Book Sanctioned.

NOTIFICATION.

A book called "Chambers's Short Stories" in Gujarati is sanctioned as a Library and Prize-Book.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27th September 1881.

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1. *Tuition-fees to Educational Officers.*
2. *Connexion of Educational Officers with the Public Press.*

NOTIFICATION.

The subjoined Government orders are published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
3rd October 1881.

Extract para. 8 of Government Resolution, Educational Department, No. 1423, dated 27th September 1881.

8. The Governor in Council has now enquired of the Government of India whether the case of Government Professors and Schoolmasters receiving fees for tuition to one or more private pupils is held to come within the scope of the orders above referred to, and the following answer has been received from the Government of India:—

"SIR,—In reply to your letter No. 1013, dated the 8th ultimo, I am directed to say that the rule laid down by Her Majesty's Secretary of State, in regard to the receipt of fees by officers in the public service, should, in the opinion of the Governor-General in Council, be held to apply to the case of Government Professors and Schoolmasters giving tuition to private pupils. Such fees should, therefore, not be allowed except with the special previous sanction of the Government of India."

No. 87, dated 14th October 1868.

From—The SECRETARY of STATE for INDIA,

To—The GOVERNMENT of INDIA.

"I have received your Excellency's Despatch, dated July 27 (No. 108) 1868, in continuation of previous correspondence, on the subject of officers in the service receiving fees and commissions with the approval of the Bombay Government.

"2. No officer in the public service should be allowed to receive fees except under the special previous sanction of your Excellency's Government, and an enforcement of this rule will, I trust, prevent the recurrence of such cases as those of Colonel * * * * and Captain * * * * It was very desirable that the views of the Supreme Government may be made known as a guide to local Administrations in dealing with claims of this nature in future.

"3. I fully concur in the view that has been taken by your Government of the three particular cases that have come under their notice, and am of opinion that the practice of allowing officers to receive fees and commissions, except under very exceptional circumstances, would be detrimental to the public service."

(True copies)
(Signed) FRANK A. SPENCER,
Superintendent.

GENERAL DEPARTMENT.

The following Notification by the Government of India is republished for general information :—

PUBLIC.

Simla, the 8th July 1875.

No. 19—1134.

Extract from the Proceedings of the Government of India in the Home Department.

Read—

RESOLUTION—Questions having recently arisen as to the extent to which officers in the service of Government are permitted to connect themselves with the Press, the Governor-General in Council thinks it desirable that the existing orders on the subject should be clearly understood:—

I. No officer in the service of Government is permitted, without the previous sanction in writing of the Government under which he immediately serves, to become the proprietor, either in whole or in part, of any newspaper or periodical publication. Such sanction will only be given in the case of newspapers or publications mainly devoted to the discussion of topics not of a political character, such, for instance, as art, science, or literature. The sanction will be liable to be withdrawn at the discretion of the Government.

II. Officers in the service of Government are not prohibited from contributing to the public Press, but their position makes it incumbent upon them to confine themselves within the limits of temperate and reasonable discussion, and they are prohibited from making public, without the previous sanction of Government, any documents, papers or information of which they may become possessed in their official capacity. These rules have been hitherto in most cases honourably observed. In case of a departure from them, or if the Government should consider the connexion of any officer with the Press to be contrary to the public interests, his liberty to contribute will be withdrawn.

III. The Government of India will decide, in case of doubt, whether any engagements of officers with the Press are consistent with the discharge of their duties to the Government.

IV. Nothing in this Resolution is intended to relax the provisions of any regulations on this subject which now apply to the army.

ORDER—Ordered that this Resolution be published in the *Gazette of India* and circulated to local Governments and Administrations for information and guidance.

(Signed) ARTHUR HOWELL,
Officiating Secretary to the Government of India.

(By order)
(Signed) W. G. PEDDER,
Acting Secretary to Government.

Bombay Castle, 26th July 1875.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH AUGUST TO 15TH SEPTEMBER 1881.

16th August 1881.—Mr. V. S. Deodhar, Fourth Assistant Master, Tanna High School, is appointed Acting Second Assistant Master in the same School.

16th August 1881.—Mr. N. S. Mahajan, Fifth Assistant Master, Tanna High School, is appointed Acting Fourth Assistant Master, in the same School.

16th August 1881.—Mr. Dadaji Apaji Naik is appointed Acting Fifth Assistant Master in the Tanna High School.

20th August 1881.—Mr. H. V. Kelkar is appointed substantive *pro tem.* Fifth Assistant Master (Marathi Side), Belgaum High School.

22nd August 1881.—Mr. Shankar R. Bhagwat, Second Assistant Master, Tanna High School, is appointed Acting Head Master of the Kalyan English School, *vice* Mr. G. B. Patwardhan on leave.

30th August 1881.—Mr. M. Narayan Rao is permitted to resign his appointment as Agricultural Teacher, Belgaum High School.

30th August 1881.—Mr. K. S. Rege, Third Assistant Master, Ratnagiri High School, is appointed substantive *pro tem.* Second Assistant Master in the same School.

30th August 1881.—M. G. G. Karandikar, Fourth Assistant Master, Ratnagiri High School, is appointed substantive *pro tem.* Third Assistant Master in the same School.

30th August 1881.—Mr. R. H. Gangan, Fifth Assistant Master, Ratnagiri High School, is appointed substantive *pro tem.* Fourth Assistant Master in the same School.

30th August 1881.—Mr. M. S. Kashikar, Sixth Assistant Master in the Ratnagiri High School, is appointed substantive *pro tem.* Fifth Assistant Master in the same School.

30th August 1881.—Mr. P. B. Taskar is appointed substantive *pro tem.* Sixth Assistant Master, Ratnagiri High School.

30th August 1881.—Mr. Annaji Ramchandra Atre, B.A., is appointed Fifth Assistant Master, Poona High School, in place of Mr. Gadgil, confirmed in the Judicial Department.

30th August 1881.—Mr. Baji Narayen Nabar, B.A., is appointed Sixth Assistant Master, Poona High School, *vice* Mr. Atre.

31st August 1881.—Two weeks' leave, on medical certificate, is granted to Mr. Sorabji Pestanji Batha, Third Assistant Master, Fort Branch, 1st Grade Anglo-Vernacular School, Bombay.

7th September 1881.—The unexpired portion (10 days) out of the six months' leave granted to Mr. Kulkarni, Sanskrit Teacher, Ahmednagar High School, is cancelled.

8th September 1881.—Mr. Hiralal Keshavalal Joshi, Agricultural Teacher, Broach High School, is appointed Agricultural Teacher, Nariad High School.

8th September 1881.—A month's leave, without pay, is granted to Mr. Ramchandra T. Patwardhan, Sixth Assistant Master, Tanna High School.

8th September 1881.—Mr. D. A. Naik is appointed substantive *pro tem.* Sixth Assistant Master, Tanna High School, *vice* Mr. Patwardhan on leave.

15th September 1881.—One year's leave, without pay, is granted to Mr. Bhavanishankar Girjashankar, Head Master, Wadhan City Anglo-Vernacular School.

15th September 1881.—Mr. Sankalchand Vithaldas, Taluka Master, Dholka Vernacular School, is appointed Taluka Master, Viramgam Vernacular School.

15th September 1881.—Mr. Surajram Ramnath, Taluka Master, Godhra Vernacular School, is appointed Taluka Master, Dholka Vernacular School.

15th September 1881.—Mr. Maganlal Haribhai, Taluka Master, Viramgam Vernacular School, is appointed Taluka Master, Godhra Vernacular School.

15th September 1881.—A month's leave, without pay, is granted to Mr. K. G. Kelkar, First Assistant Master, Satara High School.

15th September 1881.—Mr. M. S. Apte, Second Assistant Master, Satara High School, is appointed substantive *pro tem.* First Assistant Master in the same School.

15th September 1881.—Mr. K. K. Sathe, Third Assistant Master, Satara High School, is appinted substantive *pro tem.* Second Assistant Master in the same School.

15th September 1881.—Mr. B. V. Bhidé, Fourth Assistant Master, Satara High School, is appointed substantive *pro tem.* Third Assistant Master in the same School.

15th September 1881.—Mr. V. A. Dabke, Fifth Assistant Master, Satara High School, is appointed substantive *pro tem.* Fourth Assistant Master in the same School.

15th September 1881.—Mr. A. M. Thakur, Sixth Assistant Master, Satara High School, is appointed substantive *pro tem.* Fifth Assistant Master in the same School.

15th September 1881.—Mr. H. P. Lad, Seventh Assistant Master, Satara High School, is appointed substantive *pro tem.* Sixth Assistant Master in the same School.

15th September 1881.—Mr. S. D. Behere, Eighth Assistant Master, Satara High School, is appointed substantive *pro tem.* Seventh Assistant Master in the same School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,19th Sept 1881.

Bombay Educational Record.

No. 11.] NOVEMBER 1881. [Vol. XVII.

THE MONTH.

Dr. W. W. Hunter is said to be compiling an anthology which will consist of poems written by Anglo-Indians from the period of Warren Hastings down to the present time. A doubt has been raised by one of our correspondents as to whether the compiler will accept any unpublished verses written by an Anglo-Indian. There can be no question, we should think, that such verses will be inserted in the anthology, provided they are clearly within the standard of excellence which Dr. Hunter has laid down for himself. The compiler, however, has no enviable task before him in having to decide on the merits of verses written by living members of the *genus irritabile vatum*. Though we do not say this as a hint to our correspondent, whose verses, so far as he has allowed us to judge of them, are in every way excellent.

We can cordially recommend to teachers of elementary geography the geographical picture-charts which have lately been prepared for English schools. One series consists of six coloured sheets (30 by 22 inches) mounted on rollers. The upper half of each sheet consists of a pretty picture of an island, or peninsula, or lake, &c., as these objects appear in nature. The lower half of the sheet represents the same object as it is shown on a map. Then comes a verbal definition of the term. These series are to be had either at C. Smith and Son's, map and globe publishers, 63, Charing Cross, London, or at G. W. Bacon's, 127, Strand, London. Price 15*s*. the set.

Mr. Murray is about to publish a new edition of Stanley's Life of Dr. Arnold, which will contain the last corrections made by the late Dean, as well as a poem of Keble's not hitherto published.

Mr. Fawcett has ready for the press a new edition of his "Free Trade and Protection," in which he has discussed the more recent development of protection in foreign countries and the free-trade movement in England.

THE *Academy* states that the late Dr Guest's archæological papers are being collected and edited by Professor Stubbs, and that his "English Rhythms," of which the scarcity has been long regretted, is being edited and revised by Professor Skeat.

SIR GEORGE AIRY, the late Astronomer Royal, has been awarded a pension of £1,100 per annum, in consideration of his long and valuable services.

A NEW county industrial school for boys at Cockermouth was opened a few weeks ago by Sir W. Harcourt. The building is of brick, and has been erected at a cost, excluding the site, of about £8,000. It stands in a plot of thirty-six acres, some portion of which it is intended shall be cultivated by the boys. Provision has been made also for teaching the boys tailoring, shoemaking, baking and engineering. At a public meeting, Sir William Harcourt, replying to addresses which were presented to him, contrasted the kind of care taken towards the end of the last century and the beginning of this of the different classes of society little able to assist themselves with the manner in which the same classes were now dealt with. As to the treatment of juvenile offenders, he denied that he wished such offenders to go unpunished; the question was whether the existing methods of punishment were the most appropriate for children of tender years. The law ought to offer as many alternative forms of treatment as possible, and leave their application in the discretion of the magistrates. In the case of refractory boys who had committed wilful acts of mischief, the magistrates ought to have the power of locking up for twenty-four hours, and of ordering a whipping. When a small fine was inflicted it ought not, especially in the case of juvenile offenders, to be accompanied by a special order for costs which were excessive. In the case of commitment to a reformatory, there should be no condition of commitment to gaol for ten days, but the commitment should be direct. One defect in the present system was that the way had not been found to make the parent pay for a child's support, or pay the fines which might be inflicted by magistrates for damage done or offences committed by a child. He suggested a gradation of age in industrial schools as well as of offences; that no children under twelve should be committed to reformatories, and that they should no more, for a slight offence, send a child to an industrial school for a long term than they should send him to a hospital for a slight cold. He was in favour even of a week's subjection to correctional school-treatment.

Mr. MATTHEW ARNOLD ON POETRY IN ELEMENTARY SCHOOLS.

"GOOD POETRY does undoubtedly tend to form the soul and character; it tends to beget a love of beauty and of truth in alliance together; it suggests, however indirectly, high and noble principles of action; and it inspires the emotion so helpful in making principles operative. Hence its extreme importance to us all: but in our elementary schools its importance seems to me to be at present quite extraordinary. I hope that, instead of its being confined to children in Standards V. and VI., this excellent disciple of poetry will be retained for the children of Standard IV., and brought into use universally for at least these three Standards. Happily, the poetry-exercise has, as I have said, already become popular in schools, and it will, I am confident, become more and more so. Sir John Lubbock says that in some board-schools in Lambeth he asked the children which they preferred of four of their subjects of instruction—grammar, history, geography, and elementary science—and that a very large majority were in favour of elementary science. I do not quite understand how he took his comparison; he does not mention whether the children whose votes he took were all of them learning all these four subjects or not. But, at any rate, if he will come into Westminster and will ask the children in the schools there who are taking two class-subjects and two specific subjects, poetry being one of these latter, which of the four they prefer, I think I can assure him that he will find a most decisive majority for poetry. The choice of passages to be learnt is of the utmost importance, and requires close and intelligent observing of the children. Some years ago it was the fashion to make them learn Goldsmith's 'Deserted Village' at the recommendation, I believe, of the late Lord Lyndhurst; or rather, he had given high praise to this poem, and recommended it as a poem to be got by heart, and so it was supposed that the children in our elementary schools might, with advantage, learn it. Nothing could be more completely unsuitable for them; and this being soon proved by the event, the use of the poem for the purpose in question has, happily, almost ceased. That the poetry chosen should have real beauties of expression and feeling, that these beauties should be such as the children's hearts and minds can lay hold of, and that a distinct point or centre of beauty and interest should occur within the limits of the passage learnt—all these are conditions to be insisted upon. Some of the short pieces by Mrs. Hemans, such as the 'Graves of a Household,' the 'Homes of England,' the 'Better Land,' are to be recommended, because they fulfil all three conditions; they have real merits of expression and sentiment, the merits are such as the children can feel, and the centre of interest—these pieces being so short—necessarily occurs within the limits of what is learnt. On the other hand, in extracts taken from Scott and Shakespeare, the point of interest is often not reached within the hundred lines which is all that children in Standard IV. learn. The judgment scene in the 'Merchant of Venice' affords me a good example of what I mean. Taken as a whole, this famous scene has, I need not say, great power; it is dramatic poetry of the first order. It is also well within our school children's comprehension, and very interesting to them. Teachers are fond of selecting it to be learnt by heart, and they are quite right. But what happens is this. The children in Standard IV. begin at the beginning, and stop at the end of a hundred lines; now, the children in Standard IV. are often a majority of the children learning poetry, and this is all their poetry for the year. But within these hundred lines the real interest of the situation is not reached, neither do they contain any poetry of signal beauty and effectiveness. How little, therefore, has the poetry-exercise been made to do for these children, many of whom will leave school at once, and learn no more poetry! The conclusion I wish to draw is, that the teacher should always take care that the year's poetry of a class shall contain the best poetry in the piece chosen for them, and the central point of interest in it; not be mere prelude and introduction to this centre of interest. To secure this, the teacher may without scruple plunge into the middle of a scene or a passage, and make his children take their hundred lines there, explaining to them, of course, the situation at the point where they begin. If they remain another year, they can take a new passage or scene under the same conditions. This is a far better course than to throw a year away, as is frequently done now, upon comparatively ineffective poetry, with the intention that the child, if he remains at school, may next year continue the same passage and reach the point of interest. I insist at such length upon this poetry-exercise, because of the increasing use of it, and because of its extreme importance. Stress is laid upon the necessity of the children knowing thoroughly the meaning of what they recite; and it is assumed that to secure their knowing this is the simplest matter in the world, and that not to secure it proves inexcusable negligence in the teacher. I am more and more refusing to pass children who do not know the meaning of words which occur in what they recite, but I proceed gradually and with caution. If I had begun by rigidly rejecting every child ignorant of the meaning of every word in what he recited, I should never have got the poetry-exercise established in my schools at all. The scanty vocabulary of our school-children, and their correspondent narrow range of ideas, must be known and allowed for if one is to guide their instruction usefully. I have found in London schools children of twelve years old, able to pass well in reading, writing, and arithmetic, who yet did not know what a 'steed' was. I found in a good school the other day a head class of some thirty, only one of whom knew what a 'ford' was. 'Steed' is a literary word, 'ford' is a word of country life, not of town life; still they are words, one is apt to think, universally understood by every one above five years old. But even common words of this kind are not universally understood by the children with whom we deal. Very many words are in their reading-lessons passed over as certainly known to them, to which they attach no meaning at all, or a wrong one. The poetry-exercise is invaluable by causing words to be dwelt upon and canvassed, by leading the children to grasp the meaning of new words, and by thus extending the range of their ideas. But the slowness and difficulty of the process, which are as incontestible as its high value, must be borne in mind, and we must have patience with that slowness and difficulty. I should like, above all, to see this poetry-exercise made no longer an extra subject, but a part of the regular work of the school, which would then consist of the three elementary matters, of the class-subjects, and of this."

SCHOOL-MUSEUMS.

It seems singular indeed that not more teachers in public schools have the idea that they, as well as their colleagues in higher institutions, may also have a museum of natural history for their schools. Might we not find in each public-school a collection of various kinds of wood, tree-barks, seeds, seed-pods, fruits that can be preserved dry, interesting pieces of stone, coal, broken-up pebbles, lime (burned and unburned), pieces of iron (bent, broken, and twisted to show the construction), joints from the necks of domestic birds, or the vertebra of a pig, sheep, &c., skulls and skeletons of small animals, fishes and reptiles, shells of snails and river slugs, and similar things which can be obtained without any cost, with only a little good-will?

Ferns are not to be found in every locality, but it would be easy to obtain some and preserve them in the school-museum.

Further, should it be so difficult to obtain a good picture of a lion, a camel, a palm, or any other foreign produce of nature? Foreign products are not so difficult to obtain—at least not those which come into consideration in the public-school. We may only think of the various spices. Every grocer is willing to let you have a few coffee-pods in which both beans are yet united, whenever he finds some in his coffee.

With a good will on the part of the teacher, much can be done; and if the pupil sees a diligent use of the school-museum, and the instruction made interesting thereby, then the interest of the pupil will soon show itself by an eager collection of specimens. The teacher soon will have a plentiful supply for the museum, so that he can select that which is worth preserving, replace what has been spoiled by new objects, and less characteristic examples by better ones.

Thus the pupils will learn to see and to observe. They will see in open nature things which the school does not tell them; they will ask for information; and, if to this is added, animated by the teacher, a meaning and comparison of the objects found, then the practical demands of life are materially furthered.

An occupation with nature as indicated will also help to develop some manual skill and dexterity, which will be a benefit to the scholar in after life, especially to the mechanic and farmer.

Above I have already indicated the scope of such a collection. In the first place, a scrap-book may be obtained, in which to preserve pictures of animals, plants, and noted scenery. This collection may consist of lithographs, wood-cuts clipped from illustrated newspapers, and photographs neatly pasted to the leaves. The scrap-book may be either bought cheaply or made of light Manilla paper.

In connection with this, I may say that stereoscopes and stereoscopic views may be cheaply bought. Geographical instructions may be enlivened and made interesting by views of noted places and interesting scenes. Objects of natural history can be obtained with scarcely any expense. Perhaps the only expense which may be incurred, but not necessarily, are a few simple instruments for collection, which can be mostly home-made, and for a little alcohol. For collecting geological specimens, all that is needed is a riveting hammer and cold chisel, or a small stone-hammer with a cutting edge, such as stone masons use, which can be obtained anywhere. A cold chisel is easily made from an old, heavy, flat file, which any blacksmith can sharpen and temper. Excavations, quarries, and mines should be examined for rocks, earths, and fossils. Ask the workmen to look for such things as are desirable, and which look queer to them. A kind word to workmen will do wonders in assisting the collector.

For pebbles and fossils search also the banks of streams; very interesting specimens are found here. In cutting fossils from rocks care must be taken not to injure them. Rocks should be cut as much as possible in square pieces of about six inches thick. A little practice will soon help. The botanical collection may contain the plants of the neighbourhood—at least the rarer smaller plants, especially those poisonous specimens of wood and bark, leaves, blossoms, and fruits of trees; of the latter, those which can be preserved in a dry state, lichens, mosses, ferns, &c. Smaller plants are to be taken up with the roots, and, if possible, with flowers and seeds. Of larger ones, branches with some leaves near the roots will suffice. The specimens should be placed between soft, unsized paper; the poorest printing paper or grocers' tea-paper is excellent.

They should be dried as rapidly as possible, between as much paper as will absorb their moisture; then laid under a board weighted by some heavy bodies, as stones; the pressure should be so as not to crush the delicate part.

To prevent moulding, the paper should be changed often. After drying, place the plants in a herbarium, fasten the specimens by means of small gummed paper slips to the sheet, and write in the lower right hand corner, or on a label pasted on the sheet, the generic and specific, and common English name, locality where found, date of collection and colour of flower, with other remarks. If the name of the plant is unknown, mark it by a number or some other sign till the name can be ascertained; then place it in stiff covers which are to contain all the plants of the genus.

Leaves of trees are to be preserved in the same manner.

Dry fruits may be kept in small tin or pasteboard boxes or trays. Specimens of wood may be cut in blocks of about four by four inches high, the bark to be left on, and one side to be smoothed with a plane, the other sides left as they are split out. The only implement necessary for collecting plants is a strong knife to take up plants and to cut away wooden branches. Lichens do not need any preparation.—ED. A. KILLIAN in *American Journal of Education.*

EDUCATION IN JAPAN.

By Dr. T. C. Meadenhall, Professor in the University of Tokio, Japan.

THE educational world at large has been justly astonished at the numerous changes and reforms that have been made in the educational systems of Japan within the last ten years. It can safely be said that in this, as in many other affairs of greater or less importance, the peaceful revolution which has taken place here within that time has no parallel in the history of the world. The great strides made by this people, until recently so isolated from the rest of the world, have largely become matters of common information; and I can only hope, by calling attention more particularly to the educational progress of the country, to interest or instruct some who may read these remarks. Such a sketch must needs be brief, and only the leading features of the subject can be touched upon. That the present situation may be the better understood, it will be necessary to refer to the earlier educational history of the country, for the history of education in Japan must cover many centuries of time. A few facts that have been tolerably well settled by Japanese historians will doubtless be of interest, and for these I am principally indebted to an excellent series of papers on Education in Japan prepared by the Educational Department for the Philadelphia International Exhibition.

The introduction of letters into Japan dates back to as early a day as about 100 B. C. By this I mean the use of characters by means of which a written language was formed and a literature became possible. For this great gift Japan is indebted to Corea. In the earliest times, literature, learning, and men of learning came to Japan from both Corea and China; but; as has so frequently happened in the history of nations, she has now outstripped them in her progress towards what is generally recognized as the highest civilization. For some hundreds of years, she continued to employ persons eminent for their learning in these countries to teach the arts and sciences as they were then known. In this way was introduced at a very early period the art of pottery, for skill in which the workmen of Japan are now so distinguished. Music is said to have thus reached her shores about 450 A. D., at which time a musician was brought from Corea, although music in a ruder form must have existed in the country at an earlier date. Among the sciences, so-called, that of medicine also came from Corea—professors of medicine as well as of astrology, divination, and almanac-making having been sent from that country. Some knowledge of geography was also obtained from the same source. An observatory was established, and also a University, in which instruction was given in Chinese characters and history, as well as in music, medicine, astronomy, &c., as early as about 700 A. D. The Imperial University, in which the writer is now engaged, is a lineal descendant of this venerable institution, although it has passed through many long periods of masterly inactivity. In regard to the matter of learning and the learned, there were some customs that prevailed in those olden times that might be worthy of imitation to-day. It was the custom to reward scholars, and those who devoted their lives to the acquisition of learning, in various ways. As early as 500 A. D., an Imperial Edict was issued, declaring that the selection of men for the public service should be made to depend on their integrity and learning, and thus Civil-service reform is shown to be no new thing.

Persons who taught, and thus aided in the diffusion of knowledge, were rewarded by an annual gift of from 50 to 200 bundles of rice in the straw. Afterwards it was decreed that, when any scholar received a government-appointment, he should set aside his first year's salary for his teacher, and this was again modified, so that he was oliged to bestow one-tenth of his salary upon his teacher as long as he lived. The thirst for knowledge spread rapidly, and many private schools were founded by the Daimios or Princes of Japan. Throughout the feudal times much attention was given to learning, and the successive Sho-guns or "Tycoons," as they are called by Western writers, were liberal patrons of the sciences and arts. It should be remembered that during all this time the educational efforts of the Government were confined to the higher classes, or Samurai—the great masses of the people being left to help themselves; and to their credit it ought to be said that they established and maintained schools of their own, in which their children received instruction in the more elementary Chinese characters, and in the art of computing by the "Soroban." The almost absolute non-intercourse with other nations to which Japan adhered during this entire period prevented the introduction of what was, and is still, known as Western learning, except to the small extent to which it found its way into the country through the Dutch, who were for a long time granted limited trading privileges.

The education of the young Samurai was therefore of a very limited and peculiar kind. From young men, now my pupils, who began their education under that system, I have gained some knowledge of this early training. The school generally assembled at a very early hour—during most of the year at five o'clock in the morning. Some time was spent in listening to an address from one of the principal teachers, often concerning morals or some doctrine of Confucius, whose teachings have always been highly regarded here, many schools having been founded in his name. After this several hours were spent in learning to write and understand Chinese characters, and in reading Japanese and Chinese history, and certain books known as Chinese Classics. It should be understood that the spoken language in Japan is entirely different from the written language. Chinese characters were early understood, and have been retained, although their meaning has in many cases been modified or extended, and often new meanings applied. An ordinary scholar must know at least five thousand of these characters, and as many as ten thousand are necessary to enable him to make any pretensions to learning. Thus it will be seen that a vast amount of time must be wasted in the education of the Japanese youth, and their men of intelligence all admit that the written language, in which their history and literature is bound up, is the heaviest load they have to carry. After these exercises, which constituted the literary part of their training, the next few hours were given to the cultivation of physical strength and skill, which were matters of the greatest importance, since these young men were, in the main, to spend their lives as the retainers and defenders of Daimios or Princes to whom they were attached. In these exercises they learned the use of the sword; and fencing with this dangerous-looking two-handed weapon was carried to great perfection. They were also taught to use the spear, the bow and arrow, and to ride horses.

In this way the school-day was passed. What we consider the essential elements of primary instruction were not taught in these schools. Arithmetic, especially, was despised as being only fit for tradesmen and farmers; and if a young fellow were to show any familiarity with the art of computing, he would lose caste with his companions. These facts will convey some idea of the condition of education in the country up to the time of the overthrow of the Sho-gun or Tycoon, and the restoration of the Mikado to the full control of the government of which he had been for centuries deprived. Many volumes would be required to tell of the changes that have taken place here within the ten or twelve years that have elapsed since that important event. In educational matters alone, enough reforms have been instituted to make a nation famous. A brief reference to the most important of these must suffice. A National Department or Bureau of Education has been established. A careful and thorough investigation of the best systems of public instruction in Europe and America was made by Mr. Tanaka Fujimaro, Senior Vice-Minister of Education, and manager of the Educational Department, who spent several years in the personal inspection and examination of these systems. As far as possible, all that could be made applicable to the conditions and wants of the country was taken from these systems to form the educational system of Japan. Many of the peculiarities of the old system have been rejected, especially its exclusiveness, and the schools are now public schools.

The courses of study have been remodelled and made to conform more nearly with those of Western nations. The young Samurai no longer wears his two swords, and he no longer needs to spend an hour or two every day in learning their use. The military and the civil departments are entirely distinct, and there is no longer a necessity for making the use of arms a part of an elementary education. Instead of these things, have been substituted arithmetic, geography, history, drawing, and the natural sciences. A large number of text-books have been prepared, and many translations from foreign languages made. Many school buildings have been erected, and much money expended for maps, charts, apparatus, and material for object instruction. A large Educational Museum has been erected, and filled with specimens and collections of all the materials that have to do with primary education. I am certain that the like of it is not to be found in America, although its importance and value cannot be questioned. A number of well-equipped and well-managed Normal and Training Schools have been established, and are filled with representatives of both sexes, who are being educated for professional teachers. The progress in higher education has been fully as great. I might particularly point to the establishment of special schools on a scale which is hardly equalled in any other country in the world. A number of institutions for higher instruction are maintained in various parts of the empire. The Imperial University at the capital, in the matter of library, equipment, and general resources, will not suffer by a comparison with many widely-known institutions. Facts represented numerically are generally esteemed to be dry facts, but they are sometimes more expressive in that garb than otherwise; so I venture to go into figures to a very limited extent in the further illustration of what I have said. I quote from the latest report of the Department of Education which I have at hand, and I shall lessen the tedium which statistics invariably inflict, by stating the facts, generally in "round numbers." From this report, whch is two years old, I learn that the number of children being educated in the public schools of Japan was over 2,000,000, and that one teacher is employed for every 40 pupils. Over 100 Elementary Normal Schools and 2 Normal Colleges have been established, the Elementary Normal Schools having already furnished nearly 10,000 teachers for the public schools. The course of study in these Elementary Normal Schools "comprehends history, geography, mathematics, physics, chemistry, natural history, moral philosophy, political economy, physiology, book-keeping, composition, pedagogics, practice in teaching, hygiene, singing, gymnastics, etc." In a few schools logic and the elements of the English language are added. In one year over 6,000,000 dollars were spent in the support of the schools, and the value of school-property is estimated at over 10,000,000 dollars, of which nearly 1,000,000 dollars is charged to school-apparatus.

The public library, which was opened in this city only three or four years ago, contains 75,000 volumes, of which about 15,000 are European books, the remainder being Chinese and Japanese. The amount expended annually for the Imperial University is considerably more than 100,000 dollars. These facts will partially represent the magnitude of the educational operations in a country which cannot be called rich, and in which the average *yearly* salary of a teacher is 45 dollars!! Only a few days ago I visited the Normal College located in the Capital, and I could not but experience both surprise and pleasure at what I saw. The Normal College is for the education of teachers for the middle and high schools, and there is a model school in connection with it. It is under the efficient management of Mr. Isawa and Mr. Takamini, two young men who have received a thorough preparation for their work in America. As regards extent of buildings, grounds, appliances for instruction, and the like, I am sorry to say some of our States at home have nothing to compare with it.

Here you can see the newest forms of school-apparatus; the latest models and charts, globes, and maps; the gymnasium, the drawing-room and music-room; and innumerable bright-eyed and good-natured students, for whom all these things are. I passed through several rooms of the model school, beginning at the lowest grade, where the tiniest little fellows are busily engaged in making huge Chinese characters with thick brushes, and ink-stone near by. As I passed through them, examining their work, I was astonished to observe that they did not seem to be in the least disturbed or disconcerted by the presence of strangers. As we entered each room

(I was accompanied by one of the managers of the school), the little fellows all rose to their feet and made a polite bow in perfect unison, and then, taking their seats, continued their work without giving us any further attention. I also saw some exercises in drawing that indicated a good beginning in that direction. When I reflect that all these things, and many more that I must not take time even to mention, have been accomplished in such a brief period of time, I cannot but esteem the great energy and intelligence exhibited by the clear-headed and far-sighted men who have controlled affairs in Japan during the last ten years.—*Pennsylvania School Journal.*

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications:—

1. Madras Journal of Education for May, June and July 1881.
2. Report on Public Instruction in the N.-W. P. and Oudh for 1880-81.
3. Prospectus of the Examination for the Civil Service of India for the year 1882.

GOVERNMENT CENTRAL BOOK DEPÔT.

List of New Books received in the Government Central Book Depôt, Bombay, from 16th September to 15th October 1881.

Fresh supply received from England.

Medical Text Books.	Rs.	a.	p.
Erichsen's Surgery, 2 vols. 7th Edition. 1877	18	0	0
Green's Pathology. 4th Edition. 1878	5	4	0
Atthill's Diseases of Women. 6th Edition. 1880	3	0	0
Gray's Anatomy. 9th Edition. 1880	15	0	0
Fowne's Chemistry, 2 vols. 12th Edition. 1877	9	4	0
Kirke's Physiology. 9th Edition. 1880	7	0	0
Holden's Anatomy. 4th Edition. 1879	8	0	0
New Editions published.			
MARATHI.			
Departmental Marathi First Book Balabodha. 9th stereotyped edition	0	1	6
Mrichchhakatika: a Drama in seven acts, translated from Sanskrit, by Parashurám Ballal Godbolé. 2nd Edition	0	8	6
New Works published by the Department.			
MARATHI.			
Shikshana ani Adhyapana; or, Discipline and Instruction, by Abaji Vishnoo Kathavate, B.A.	0	13	0

GUJARATI.	Rs.	a.	p.
Robinson Crusoan Charitra; translated from the Marathi Version. Part I, by Chunilal Bapuji Modi	0	7	0
Vyutpatti Prakasha; or a Manual of a Gujarathi Etymology, by Rao Sahib Mahipatram Rupram Nilkanth.	0	6	0
Bhutal Vidya, translated from Blanford's Physical Geography, by ditto	0	8	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Stores.

NOTIFICATION.

The subjoined Government Resolution No 1432, dated 29th September 1881, with accompaniment, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
11th October 1881.

No. 1432.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 29th September 1881.

Resolution of Government in the Financial Department, No. 3435A, dated 19th September 1881—Forwarding, for issue of the necessary orders to the officers under this Department, the Resolution of the Government of India, Department of Finance and Commerce, No. 2776 of 2nd instant, which directs that certain articles enumerated therein should be procured of Indian manufacture.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction for the issue of the necessary orders to the officers concerned.

(Signed) C. GONNE,
Chief Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION (with copy of the above Resolution and accompaniment); the FINANCIAL DEPARTMENT of the SECRETARIAT; the ACCOUNTANT GENERAL, Bombay.

Stores. No. 3435 A.

FINANCIAL DEPARTMENT.

Bombay Castle, 19th September 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 2776, dated 2nd September 1881—Directing with reference to correspondence with the Government of the North-Western Provinces and Oudh, that certain articles enumerated therein should be procured of Indian manufacture.

RESOLUTION.—Copy to be forwarded to the Educational Department for the issue of the necessary orders to the officers concerned under that Department.

2. The above Resolution has been republished in the *Bombay Government Gazette** from the *Gazette of India*.

(Signed) J. MONTEATH,
Acting Under-Secretary to Government.

To the EDUCATIONAL DEPARTMENT OF THE SECRETARIAT (with copy of the Government of India's Resolution); the ACCOUNTANT GENERAL.

(True copy.)
(Signed) F. A. SPENCER,
Superintendent.

(True copies.)
K. M. CHATFIELD,
Director of Public Instruction.

Impressment of Carts.

NOTIFICATION.

The subjoined Government Resolution No. 5521, dated 23rd September 1881, Revenue Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
15th October 1881.

No. 5521.

REVENUE DEPARTMENT.

Bombay Castle, 23rd September 1881.

Letter from the Commissioner in Sind, No. 4048, dated 20th August 1881—Stating his own views as well as the views of the Collectors of Karáchi and Hyderabad, the Deputy Commissioner, Thar and Párkar, and the Superintendent of Sind Survey on the question raised in Government Resolution No. 4086, dated

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* See page 482 of the *Government Gazette* of 8th September 1881, Part I.

14th July last, as to the expediency of putting a stop to the practice of pressing carts generally except in cases of State emergency; and adding that there can be no question that the opinion of the best informed officers is that pressure in some form is necessary, and that he agrees with Lieut.-Colonel Boulton, Collector of Karáchi, that the manner in which it is now exercised is the least harmful that could be suggested; also appending a letter from the Superintendent, Sind Survey, on the subject.

Joint letter from the Commissioners, N., C. and S. Divisions, and the Survey and Settlement Commissioner, No. 2271, dated 25th August 1881—Communicating, with reference to the Government Resolution quoted above, their views on the general question of impressment of carts; and suggesting a set of rules which in their opinion would suffice and would correct the abuses enumerated by Mr. Hope in paragraph 5 of his letter No. 1415, dated 2nd June 1874.

Resolution.—His Excellency the Governor in Council after carefully reviewing the subject of the attitude of Government in regard to the method of obtaining carts for transport, and having considered the views expressed by the Commissioners, is of opinion that the orders issued in Government letter No. 4956, dated 18th September 1880, with reference to Mahábaleshvar should be maintained; but with regard to the requirements of public officers engaged in the administration of the country elsewhere, is pleased to direct that the following regulations shall be observed as an executive order of Government:—

(*a*) That the rate of cart-hire be fixed by order of the Commissioners of Divisions per mile, as kos vary greatly: that there be a minimum-charge for engaging a cart at all, and a minimum-rate for a cart kept a whole day;

(*b*) That no cart be carried beyond 20 miles, or thereabouts, from the place of hiring;

(*c*) That a list of all carts in a village be kept by the patel, and a list of the number of carts in each village by the Mámlatdár;

(*d*) That requisitions by public officers for carts be made on the patel, or where a large number are needed, (as when troops are marching,) on the Mámlatdárs, and be met in strict rotation of individuals and of villages;

(*e*) That no person's cart be taken in a village other than his own, unless he offers it for hire;

(*f*) That every cart-owner be legally bound to supply his cart when his turn comes or find a substitute;

(*g*) That no cart in use on any public road be taken for the use of public officers travelling.

2. The minimum-hire should be 1 rupee if a cart is used for any distance, however short.

3. Batta for detention should be paid at the following rates; if a cart is detained unused more than half a day—1 rupee. If a cart is detained unused half a day or less and then dismissed—8 annas.

4. Government also desire that a record shall be kept by every officer using carts thus obtained, in which the number of carts used, the distance they travel, and the sum certified by him to have been paid to each shall be stated.

5. Officers below the rank of Assistant or Deputy Collector, Assistant Superintendent of Survey, or Executive Engineer, should be furnished with a written order from their official superiors for obtaining transport by requisition.

6. His Excellency in Council in accepting the suggestions of the Commissioners as the best practicable in all the circumstances will rely upon them to see that the regulations are strictly enforced.

J. B. Peile,
Secretary to Government.

To the Commissioner in Sind; the Commissioner, N. D.; the Commissioner, C. D.; the Commissioner, S. D.; the Survey and Settlement Commissioner; all Collectors, including the Collectors and Deputy Commissioners in Sind; the Commissioner of Customs, Opium and Abkari; the Collector of Salt Revenue; the Conservator of Forests, N. D.; the Conservator of Forests, S. D.; the Conservator of Forests in Sind; the Inspector General of Registration and Stamps; the Talukdari Settlement Officer; the Accountant General; all Departments of the Secretariat.

Notification.

A revised list showing the time Office-records should be preserved is published below for the information of Educational Officers in the North-East Division and in Sind.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18*th October* 1881.

Statement showing the number of years for which Office-records should be preserved in the North-East Division and in Sind.

DESCRIPTION OF RECORDS.	Years for which records are to be preserved.
I.—Offices of Inspectors and Deputies.	
Standing Orders of the Department	All years.
Correspondence finally disposed of	Do.
Daily Account-Book (Ledger and Receipt-Book)	Do.
Register of Dead-Stock	Do.
Annual Reports	Do.
Past Service-Statements (Sub-Divisional Directory) ...	Do.
Service-Books	Do.
Fee and other extraordinary Refund-Statements	Do.
Pay Abstracts of Gazetted Officers	Do.
Pay Abstracts of Office-Establishment	Do.
Abstracts and Leave-Returns of Vernacular Schools ...	Do.
Contingent Bills and Abstracts of Contingent Bills	Do.
Extraordinary Contingent Bills	Do.
Travelling-Allowance Bills	Do.
Quarterly Statement of Changes in School-Charges ...	Do.
Inspection-Reports	Do.
Employment-Returns	Do.
Annual Returns	Do.
Government Gazette	Do.
Inward and Outward (Avak and Javak) files	Do.
Annual Statement of Establishment	Do.
Draft Local Fund Budgets	Do.
Bills of School-Furniture and Books	Do.
Schedules of Accounts of School-Repairs with Receipts and Completion-Certificates	Do.
Inward and Outward English Letters	Do.
Service-Stamp Account	Do.
Register of Office-Library	Do.
Stationery-Account	Do.
Batawade-Patrakas	Do.
Receipts for Books and Furniture	Do.
Inward and Outward English Registers	10 years.
Statements of Amounts sanctioned for School-Repairs...	5 years.
Indents for Standard Educational Forms	Do.
Do. for General Forms	Do.
Do. for Stationery	Do.
Fee and other Challans	Do.
Monthly Returns of Schools	3 years.
Prize-Lists	Do.
Monthly Statements of Fines, &c.	Do.

DESCRIPTION OF RECORDS.	Years for which records are to be preserved.
I.—Offices of Inspectors and Deputy.—contd.	
Monthly Statements of new appointments and transfers.	3 years.
Detailed Statements of Cess-paying Children	Do.
Teachers' Returns	5 years.
Half-yearly Returns	All years.
Indents for Furniture, Books and Maps	3 years.
Annual Tables of Castes	Do.
Indents for Prizes	Do.
Casual Leave Returns	2 years.
Past-Service-Statements received from Schoolmasters	Do.
Papers of Examination-Results of Schools	Do.
Quarterly Returns of Minors received from Masters	Do.
Annual Statements of Unserviceable Books and Furniture	Do.
Statements for the Departmental Directory	Do.
Annual Statements of Officers above the age of 55 years	Do.
Annual Statements of Taluka Peons' Security-Bonds	Do.
Applications for Leave	Do.
Estimates of Repairs	Do.
Quarterly Statements of Unanswered References	Do.
Register of 1st and 2nd Class Public-Service Certificates	All years.
II.—Schools.	
Register No. I.	All years.
Do. No. II.	Do.
Do. No. III. (Catalogues)	2 years.
Do. No. III. (Dhade-Patraka)	Do.
Do. No. IV. (Dead-Stock Lists)	All years.
Do. No. V. (List of Books)	Do.
Do. No. VI. (Monthly Returns)	Do.
Form No. 7 (Cess-payers' Certificates)	2 years.
Do. No. 8 (Batavade-Patraka)	All years.
Do. No. 9 (Annual Returns)	2 years.
Do. No. 10 (Javak Barnishi)	All years.
Do. No 11 (Awak Barnishi)	Do.
Do. No. 12 (Estimates of Repairs)	2 years.
Do. No. 13 (Applications for Leave)	Do.
Daily-Account Book, if any	All years.
Time-Tables	5 years.
Visitors' Book	All years.
Receipt-Book of Fees	Do.
Do. Circulars	Do.

Sales by Public Officers.

NOTIFICATION.

The subjoined Government Resolution, No. 3358, dated 8th October 1881, General Department, is published for the information and guidance of European officers in the Educational Department.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th October 1881.

No. 3358.

GENERAL DEPARTMENT.

Bombay Castle, 8th October 1881.

Memorandum from the Government of India, Home Department (Public), No. 44–1445, dated 23rd September 1881—Forwarding copy of the following Notification, No. 1437, of the same date :—

"The following Resolution of the Foreign Department containing rules regarding the sale of property to Natives by British officers, whether Civil, Military or Uncovenanted, is republished for general information :—

Extract from the Proceedings of the Government of India in the Foreign Department,—No. 1667, *dated 30th September* 1868.

RESOLUTION.—His Excellency the Viceroy and Governor-General in Council observes that these references originated with a case which occurred at Allahabad, where an officer wished to part with his house to a Native, under circumstances not open to any suspicion, and with a remark from the Home Department to the effect that some change or relaxation of the rule which prohibits the sale of property to Natives by public servants under any circumstances seemed desirable. At present, under the Notification of the 3rd of December 1858, drawn up in consequence of the orders of the late Court of Directors, sales of property to Natives are strictly prohibited, and officers are thereby directed to refer all transactions in regard to which they have any doubts for the orders of superior authority.

2. His Excellency in Council observes that the weight of authority on the part of the various Administrations and Departments which have lately been consulted on this subject is decidedly in favour of some modification of the existing rule, or, at least, of more clearly and accurately defining the course to be pursued in such cases. There can be no doubt that the restrictions imposed hitherto on such transactions have been, to a certain extent, beneficial, and that the Government of India, though it can place a full reliance on the fair dealing, honour, and integrity of its civil and military services, has a right to expect, not only that all such

transactions shall be correct and unimpeachable in themselves, but that they shall not run any risk of misconstruction at the hands of designing, ignorant or credulous persons.

3. The Government of India is also well aware, as pointed out by some of the high authorities consulted, that many officials who, on joining their stations, have become the owners of houses either under an absolute necessity, or from laudable motives of convenience and comfort, may, on quitting the district or province to which they have been for some time attached, literally find no purchasers for their property, except Natives of wealth or substance. When such transactions openly and avowedly take place, no evil consequences, His Excellency in Council thinks, need ever ensue under proper precautions.

4. The following rules have therefore been drawn up in supersession of the existing rule, and are hereby published for general information. They must be considered applicable to European public servants of all descriptions, Civil, Military and Uncovenanted :—

5. I.—Whenever a public servant wishes to dispose of a house, bungalow, elephant, horse or carriage, or other valuable property, to any Native within his jurisdiction, or within the limits of the district in which he is employed on the public service, and from which he is not about to remove, he must report his intention to the Local Government to which he is subordinate, stating the facts and circumstances and the price offered for the article to be sold. The Local Government will then pass such orders on the reference as may seem fit and proper.

II.—Whenever a public servant is about to quit his station or district permanently, or for a considerable period, and wishes to dispose of his house, bungalow, elephant, carriages and horses and the like property of value, to Native purchasers, he shall report his intention to the Commissioner or the head local authority to which he may be immediately subordinate, and that authority will use its discretion in allowing the transaction, or in reporting the circumstance to the Local Government for further orders.

III.—Whenever a public servant, on quitting his station or district, wishes to dispose of his furniture, household goods, livestock, &c., he is at full liberty to do so either by circulating lists of such property amongst the community generally, or by having the same put up to public auction, without reference to any authority whatever. All that is necessary is that the transaction should be open and patent to everybody on the spot.

IV.—Rule No. 1 is to be considered applicable to purchases equally with sales.

6. The observance of the above rules will, His Excellency in Council thinks, fully meet the inconveniences and exigencies to which gentlemen of acknowledged honour and probity would be put on many occasions if debarred from such transactions; while, at the same time, they will be a sufficient safeguard against any

abuse, any imputation of unfair or interested dealings, or any possibility of misconception on the part of the non-official community."

RESOLUTION.—The above Notification was republished from the *Gazette of India* in the *Bombay Government Gazette* of the 29th ultimo. Copies of it should be separately communicated to all Departments of the Secretariat and all Heads of Offices under the several Departments, for information and guidance.

J. MONTEATH,
Acting Under-Secretary to Government.

To the REVENUE DEPARTMENT of the SECRETARIAT; the FINANCIAL DEPARTMENT of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to the Heads of Offices under those Departments).

Travelling-Allowances.

NOTIFICATION.

The subjoined Government Resolution No. 5593, dated 27th September 1881, Revenue Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
24th October 1881.

No. 5593.

REVENUE DEPARTMENT.

Bombay Castle, 27th September 1881.

Letter from the Under-Secretary to the Government of India, Revenue and Agricultural Department, Surveys, No. 122, dated 15th September 1881:—

'I am directed to acknowledge the receipt of Mr. Acworth's letter No. 3477, dated the 17th June last, recommending the amendment of the rules regulating the joining-time of officers.

'2. In reply, I am to say that cases similar to that of Major Ward can, in the opinion of the Government of India, be sufficiently met by the Proviso IV., Rule 2, Section 157 of the Civil Leave Code, Fifth Edition, which allows the time actually occupied by the journey to be reckoned as joining-time, if the departmental superior concerned is satisfied that due diligence has been used. This proviso and the terms of Rule 2 regarding ocean and river steamers further seem to provide against the other diffi-

> culties mentioned by the Government of Bombay, and in this view and looking to the recent promulgation of the joining-time rules, the Governor-General in Council is not prepared to alter them.'

RESOLUTION.—Copies should be communicated to all Departments of the Secretariat and to all Heads of Offices under the Revenue, Financial and General Departments.

J. MONTEATH,
Acting Under-Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS; the ACCOUNTANT-GENERAL.

Mary Carpenter Scholarships.

NOTIFICATION.

The National Indian Association of London having founded 4 scholarships for girls studying in the Marathi, Hindustani and Gujarati Girls' Schools in the Island of Bombay, to be called "Mary Carpenter Scholarships," the following provisional regulations are sanctioned for their award for the year 1882:—

1. The value of these Scholarships and the conditions on which they are tenable are as follows:—

2. All *bona fide* pupils of Marathi, Hindustani, and Gujarati Girls' Schools in Bombay, whether government, aided, or private, are admissible to the competition.

3. Two scholarships of Rs. 6 each per mensem to be awarded to the two girls who pass the best examination under the VIth Standard for Girls' Schools, on the condition that the successful candidates while holding the scholarships serve as pupil teachers in a School open to Government inspection, and give satisfaction to the managers and the Government Inspector.

4. One scholarship of Rs. 5 per mensem to the girl who passes the best examination under the Vth Standard for Girls' Schools, on condition that she continues to attend a school open to Government inspection, and makes satisfactory progress under the Vth Standard.

5. One scholarship of Rs. 4 to the girl who passes the best examination under the IVth Standard on similar conditions.

6. The scholarships will be tenable for one year from the 1st of January 1882. They will be open to all pupils of the Marathi, Hindustani, and Gujarati Schools who have attended the school for at least six months previous to the examination, and whose conduct and regularity of attendance are well reported on by the schoolmaster or mistress.

7. The scholarships will be competed for at an examination which will be conducted by the Educational Inspector of the Central Division, or by a Committee appointed by him.

8. The examination will take place in the third week of December, the day and place will be fixed by the Educational Inspector, Central Division. The names and ages of candidates should be submitted to the Educational Inspector not later than the 30th November.

T. WADDINGTON, Colonel,
Educational Inspector, C. D.

Poona, 11*th November* 1881.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH SEPTEMBER TO 15TH OCTOBER 1881.

23*rd September* 1881.—Mr. Udhanmal Satramdas, Assistant Master, Narayan Jagannath High School, Karachi, is appointed Acting Second Assistant Master, Shikarpur High School, *vice* Mr. Jhamotmal.

23*rd September* 1881.—Mr. Umedali Karim Muhammad, Third Assistant Master, Shikarpur High School, is appointed Acting Second Assistant Master in the same School.

23*rd September* 1881.—Mr. Bulchand Khubchand, Fourth Assistant Master, High School, Shikarpur, is appointed Acting Third Assistant Master in the same School.

23*rd September* 1881.—Mr. Idanmal Utamchand, Fifth Assistant Master, Shikarpur High School, is appointed Acting Fourth Assistant Master in the same School.

23*rd September* 1881.—Mr. Sobhraj, Sixth Assistant Master, Shikarpur High School, is appointed Acting Fifth Assistant Master in the same School.

23*rd September* 1881.—Mr. Chandiram Kotumal Lalwani, Seventh Assistant Master, Shikarpur High School, is appointed Acting Sixth Assistant Master in the same School.

23*rd September* 1881.—The unexpired portion (15 days) out of three months' sick leave, granted to Mr. H. N. Kirpekar, Assistant Master, Dhulia High School, is cancelled.

28*th September* 1881.—One year's leave, without pay, is granted to Mr. Sakaram Amrit Palsikar, Eighth Assistant Master, Jagannath Sankerset School, Bombay.

28*th September* 1881.—Mr. Narayan Appaji Dixit is appointed substantive *pro tem.* Eighth Assistant Master, Jagannath Sankerset School, Bombay.

3rd October 1881.—Three months' leave, without pay, is granted to Mr. Lakshaman Chintaman Bapat, substantive *pro tem.* Fourth Assistant Master, Phanaswadi Anglo-Vernacular School, Bombay.

3rd October 1881.—Mr. Dinkar Mahadeo Athavole is appointed substantive *pro tem.* Fourth Assistant Master, Phanaswadi Anglo-Vernacular School, Bombay.

5th October 1881.—A month's extension of leave, without pay, is granted to Mr. Kashinath G. Kelkar, First Assistant Master, Satara High School.

5th October 1881.—Mr. Dayalji Morarji, Head Master, Limri English School, is appointed substantive *pro tem.* Head Master, Wadhwan City English School.

5th October 1881.—Mr. Dayabhai Veniram, Head Master, Mowa English School, is appointed substantive *pro tem.* Head Master, Limri English School.

5th October 1881.—Mr. Jagannath Jiwanram, Head Master, Wadhwan Camp School, is appointed substantive *pro tem.* Head Master, Mowa English School.

5th October 1881.—Mr. Motilal Sankalchand, Fourth Assistant Master, Nowanagar High School, is appointed Head Master, Wadhwan Camp English School.

7th October 1881.—Mr. Pitambar M. Parekh is appointed Acting Fifth Assistant Master, Ahmedadad High School.

8th October 1881.—Mr. Narayan Balkrishna Godbole, B. A., is confirmed as Sanskrit Teacher in the Elphinstone High School.

8th October 1881.—Mr. Ranchodlal M. Gogari is confirmed as Assistant Deputy Educational Inspector, Ahmedabad and Kaira Sub-Division.

8th October 1881.—Fifteen days' leave on private affairs is granted to Mr. S. G. Bhanap, Assistant Sanskrit Teacher in the Elphinstone High School.

13th October 1881.—Two and a half months' leave, without pay, is granted to Mr. Rango Balkrishna Atre, Twelfth Assistant Master, Poona High School.

15th October 1881.—Ten days' leave, without pay, is granted to Mr. Krishnaji Shripad Kale, substantive *pro tem.* Ninth Assistant Master, Dharwar High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th October 1881.

Bombay Educational Record.

No. 12.] DECEMBER 1881. [Vol. XVII.

THE MONTH.

THE retirement of Professor Kielhorn from the Bombay Educational Department, after nearly sixteen years of indefatigable devotion to the study and teaching of Sanskrit, is greatly regretted by his pupils and by his brother-officers. No European scholar can work for long in this country, as Dr. Kielhorn has worked,—with a warm regard for the Hindu people and a profound interest in their splendid literature,—without winning from them the meed of respectful admiration. The Hindus are singularly quick to discern and appreciate good work, sympathetically performed; and Dr. Kielhorn's name will long live among them as that of an accomplished scholar "who loved India and the Indian peoples." But Dr. Kielhorn's career as a Sanskrit scholar, we may hope, has still many years to run in Germany. There cannot be the least doubt that he will quickly arouse the same enthusiasm for Sanskrit at Göttingen as Dr. Bühler has already done at Vienna.

MESSRS. TRUBNER AND COMPANY announce that Vol. IV. of Dr. James Burgess's "Report on the Buddhist Cave Temples" is nearly ready. The work describes part of the fourth, fifth, and sixth season's operations of the Archæological Survey of Western India, 1876-77, 1877-78, 1878-79, and contains 56 lithograph plates, besides a number of wood-cuts.

AT the recent Church Congress held in Newcastle, says the *Educational Times*, several papers were read on the First Decade of the Education Act, and were followed by the usual discussions. Both papers and discussions were full of interest and suggestive facts. Thus, as appeared from Mr. Heller's paper—a valuable contribution to the statistics of the subject—the number of children on the school registers, in the year 1870, was 1,949,076, while in 1880 it was 3,895,824. That is to say, it had actually doubled!

One trembles to think what would have become of half the children in England, if this Act had not been passed. Again, the school provision has more than doubled. Ten years ago, there was room for 1,878,584 scholars in our Elementary Schools; there is now accommodation for 4,240,753. The average attendance was, in 1870, 1,152,389, and, in 1880, 2,750,916. One of the most noteworthy facts in connexion with this vast extension of elementary education is, that there has been a very considerable increase of Voluntary Schools notwithstanding the multiplication of School Boards; and, in spite of all that was once said in favour of secular education, it has become apparent that religious training is desired both by the Boards and by the majority of the parents all over the country. Nothing is more instructive, on this point, than the experience of the Birmingham Board. They began there by having a purely secular form of education. The conviction was, however, soon forced upon them, that morality, at least, ought to be taught: they thereupon introduced a "Text-Book of Morals," and a year afterwards the Bible itself found its way into the schools. An interesting question for consideration is the all-important point, how far the Education Act has benefited the morality of the country. There are, we find, more boys in reformatories than there were ten years ago; but then more care is taken to send boys to these schools, and an increase in the number may and ought to show a decrease in crime. . . . . . Although it may be too soon to pronounce a very confident opinion on the subject, we can hardly see how it is possible for the morality of the country not to have improved. That lads living under bad home-influences, and among immoral surroundings, will suddenly become honest, patient, virtuous members of society, we do not at all expect; but we must remember how good a thing it is for a boy or girl to learn, even for two or three years only, the ways of wisdom.

THE *Athenæum* says that the lovers of Shelley may prepare themselves for hearing soon of the discovery of some remarkable data for the history of the poet's life that have remained unknown "even to Mr. Forman."

IT is said that Mr. Kinglake expects to finish his Crimean history some time next year. The concluding volume will carry the history of the Crimean campaign down to the death of Lord Raglan.

A NEW volume of sonnets, edited by Mr. T. Hall Caine, is announced for early publication by Mr. Elliot Stock, entitled "Sonnets of Three Centuries." It is to contain hitherto unpublished sonnets by Hartley Coleridge, Swinburne, Aubrey de Vere, D. G. Rossetti, Sir Noel Paton, and about twenty other living sonnet writers.

THE collection of the late Professor Clifford's mathematical papers, which has been for some time expected, is nearly ready for publication.

MR. MURRAY is about to publish a glossary of Indian terms, compiled by Colonel Yule and Mr. Burnell.

REVIEWS.

Life of Oliver Cromwell. By F. W. Cornish, M.A., Assistant Master at Eton College. With Maps and Plans. London: Rivingtons. 1881.

THIS account of Cromwell is probably the most satisfactory that has yet appeared in a form adapted for ordinary students. The writers of the time of the Commonwealth have been largely consulted, and Mr. Cornish's estimate of Cromwell's character is doubtless independently formed. This judgment is more favourably expressed in a summary at the end of the first chapter, than the opinions incidentally given in narrating various events and actions. "We believe," says Mr. Cornish in his summary, "that Cromwell's ends were in the main wise and good; and that he sought them sincerely. But he used men as he found them, and turned the folly of fools, and the knavery of knaves, to his own ends without scruple; and this he held to be lawful." We agree with the first sentence, as a general statement: with regard to the second, we think it is rather too clear that the "fools and knaves" included all persons whom Cromwell thought it expedient to use as tools, or to deceive. Cromwell's extreme disregard of human life, and his savage complacence in describing the wholesale slaughter of his enemies, are fully exemplified in this volume. The general's savageness goes far beyond anything which is excusable in the rough business of fighting. At the taking of Drogheda, he gave orders that no quarter should be given, though there was no substantial ground whatever for acting against the usages of war. "I believe," says Cromwell, "we put to the sword the whole number of the inhabitants. I do not think thirty of the whole number (about 3,500) escaped with their lives." All Roman Catholic priests who happened to be captured were, in the words of Cromwell, "knocked on the head," as a matter of course. One friar, who appears not to have heard of this custom, was taken in a soldier's dress, and thought to escape by confessing that he was an ecclesiastic, "but that did not save him," observes Cromwell. But if a bloodthirsty fierceness seems to have taken possession of Cromwell in some of his campaigns, his excellent qualities as a soldier and a general have certainly not been too much praised. No man ever possessed in a greater degree the power of making his troops fight with confidence and obstinacy; and his tactics in several engagements, and especially at Dunbar, were equal to those of the most illustrious commanders.

Perhaps Mr. Cornish hardly makes sufficient allowance for Cromwell's political situation, when he blames the Protector for doing so little in the way of reform, or of the consolidation of his government. "He possessed a splendid capacity for doing work, and for judging what was to be done, and could be done, at a given moment; a great power of organising, and knowledge of men, and how to use them; in short, a vast practical talent, but little of the creative or shaping power which originates all it achieves, like the genius of Napoleon or Alexander." But Cromwell was in a position as unlike that of Napoleon or Alexander as possible. Presbyterians and Royalists equally hated him; even the Independents were greatly divided into sects; and he was partly the creature of the army he commanded, and upon which his power was supported. Cromwell was strongly in favour of many reforms, and would have greatly altered the state of the law: "but," said he, "whatever I propose, they talk about property; the sons of Zeruiah (*i.e.*, the lawyers) are too strong for me."

Mr. Cornish's account of Cromwell's foreign policy is very instructive; it shows what the Protector would have done (as we believe) in home affairs, if he had not been fettered. With regard to Cromwell's intentions as to the monarchy, we think that Mr. Cornish is right in believing that he fully intended to make himself king, if he had lived. We also agree with the writer's views of Cromwell's religious sincerity. He was an enthusiast; and he communicated his own enthusiasm to his soldiers. But he always managed to convince himself that his religious principles and devotion, and his personal aims and ambition, were in perfect agreement; and in the great majority of his acts, at least, he doubtless felt quite sure that he was acting as "the servant of the Lord."

We may add, that Mr. Cornish's biography possesses, besides many other valuable qualities, the merit of being extremely readable.—*Educational Times.*

A School Physical and Descriptive Geography. By Keith Johnston, F.R.G.S. London: Stanford. 1881.—This work is an abridgment of the very excellent Geography by the late Keith Johnston, which we have already noticed. There can be no doubt that we have, in the books of this lamented young geographer, standard works of very great value; and Mr. Stanford is to be congratulated on the courage which he has displayed in putting them out in adequate form—print and paper and illustrations. In this work, the whole of the strictly geographical information given in the larger book has been retained; but, by omitting the historical sketch—a great pity, but perhaps unavoidable—as well as the elaborately printed maps, it has become possible to reduce the price very considerably. Everything said about the former work therefore applies to this, subject to the deductions stated. It is one of the very best geographies, without any doubt, ever offered to the educational world.

THE REVISED EDUCATION-CODE.

(FROM A CORRESPONDENT TO THE "TIMES.")

THE professed object for which, six months beforehand, Lord Spencer and Mr. Mundella made public their proposals for a fresh revision of the Education-Code in 1882 was that those proposals might be thoroughly considered and discussed by all whose interests they will affect before the time arrives when tentative "schemes" will have to give way to hard and permanent "regulations." This being so, it cannot be otherwise than well to take advantage of the Parliamentary recess for the purpose of placing before the public, in a series of simple propositions, the more obvious and important of the results the suggested change can hardly fail to bring about.

1. The Teaching Power will be strengthened, both in numbers and in quality.—This will appear from the following considerations:—1. Whenever in any school there are 40 children below seven years of age, an adult teacher must be especially engaged for their instruction; and if the number rises above 60—whether those numbers mean 40 and 60 respectively "on the books" or in average attendance is not yet specified—the adult teacher so engaged must be certificated. 2. Again, while stipendiary monitors will no longer be recognized, the number of pupil-teachers (which at present may be two for every certificated teacher employed in a school) is to be still further limited, so as never to exceed three in any school or separate department of a school. 3. This will necessitate the engagement of additional adult teachers (assistant or certificated) to supply the resulting deficiency in the teaching staff; and it is further provided that each such adult teacher will count as sufficient only for 60, instead of for 80 children as heretofore. It follows, therefore, that when the average attendance in a school exceeds 300, the *minimum* "staff" will consist of four adult teachers (of whom two at least will be certificated) and three pupil-teachers. 4. Again, while no more certificates without examination will be granted, a certificate gained upon the first-year subjects of examination (according to the Training College syllabus) will for the future be rated as of the third class, and will therefore not be

a sufficient qualification to enable its holder to take pupil-teachers. Promotion to a higher class will only be granted after having passed upon the second-year subjects of examination; and a failure at any time in this higher examination will involve three years' further preparation before being admitted to compete again upon the same subjects. 5. The clergy of the Church of England may become recognized teachers in night-schools; and graduates of any British University, after a year's experience as assistant teachers, may attend the examination for certificates, and, if successful, will forthwith be placed upon the roll of certificated teachers.

II. The Scheme of Instruction will be more extensive, more practical, and more carefully graduated.—1. In infant schools part of the grant is to depend upon the children having suitable instruction in the "three R's," and, in addition, a systematic course of lessons on objects and on the phenomena of nature and of common life; and the inspector may insist upon children between six and seven years of age passing individually according to Standard I. of the Code of 1870, which is, of course, a clear grade lower than Standard I. of the present Code. 2. In the ordinary standards intelligence in reading will be required in every class; English history must be the subject of one of the three sets of reading-books in use in all standards above the second; a standard author (including especially Shakespeare and Milton) will have to be read by children above Standard IV.; copy-books of graduated difficulty are to be shown by all the standards, and exercise-books in addition by Standards VI. and VII., while a theme or letter (without the alternative of dictation) is to be written by children in Standard VII.; arithmetic is so arranged in the seven standards as to secure that the whole subject is completed in the highest standard; and mental arithmetic is to be systematically taught throughout all the standards. 3. The "class subjects," while being practically limited to a choice of two out of three (English geography, and elementary science), are so arranged as to ensure an intelligent acquaintance with English grammar, and some standard poet (Shakespeare or Milton specified in Standards VI. and VII.), together with geography (including descriptive and simple physical geography), or such branches of science as treat of machines, natural phenomena, natural history, manufactures, and ordinary chemical combinations. English history or one of the "specific subjects" may be substituted for science or geography above Standard IV., but graduated courses must previously be drawn up and approved by the inspector. 4. The "specific subjects" are not to be attempted below Standard V., and the "principles of agriculture" may now be taken as one of them. 5. The needlework-schedule has been systematized and made simpler; and it is now compulsory for all girls (and for boys under seven years of age) to pass in the subject. 6. Music must be taught from notes, and not simply from ear, in order to earn the full grant allowed. 7. The schedule for the examination of pupil-teachers is fuller, more practical, and more systematic.

III. Greater regularity of attendance will be encouraged.—Hitherto the aim of school-managers has been to present to the inspector the greatest possible number of children who have made 250 attendances in the preceding year. By the new arrangement the highest grant for passes in the standards will be obtained, all other things being equal, in the school which shows the highest average attendance. It will, therefore, be doubly and trebly important to school-managers to see that no single child is ever absent from school, except from unavoidable necessity; thus the indirect compulsion of school-managers in voluntary schools will strongly reinforce the direct compulsion of the various local authorities,

IV. More elasticity and uniformity of inspection will be secured.—1. Unless Standard I. or II. is the standard for partial exemption in a school-district, the inspector will examine those standards in "sample," instead of in "bulk." 2. This will give him more time in which to take note of the organization and discipline, to ascertain if the methods of instruction employed are intelligent and likely to be successful, and to judge of the general quality of the work done. 3. In infant schools he will also inspect the methods made use of and, at the same time, see if provision is made for "appropriate and varied occupations" of the young scholars. 4. The whole country will be mapped out into large districts, over each of which will be set an experienced "chief" inspector, having associated with him a staff of other inspectors, sub-inspectors, and inspector's assistants, whose work he will constantly supervise; and all these chief inspectors will meet annually at Whitehall to compare results, standards of marks, and plans of operation, by way of promoting absolute uniformity throughout the whole land.

V. The administration of the grant will be simplified.—Hitherto one part of the Government grant has been for individual persons, another for average attendance, and a third has depended upon individual passes. For the future the personal grants for school-fees are to be abolished, and no other personal grants will be awarded except those for the successful passes of pupil-teachers. In standards above the fourth, where the "specific subjects" may be taken up, the grants earned on those subjects will still be calculated upon the number of actual passes. And, of course, the special grant to schools in districts of small population will be retained. But, with these minor exceptions, the whole of the Government-grant will hereafter depend directly upon the average attendance; the proportion of the full grant for the "standard" examination being calculated by ascertaining what percentage the actual number of passes is of the possible number, if no candidate examined failed in a single subject.

VI. Certain vexatious regulations will be modified or removed.—1. The Child's School-Book, so-called, which involves much elaborate making up of forms and calculation of attendances, is to be abolished. 2. The overgrowth of the number of pupil-teachers is to be seasonably checked. 3. Children removing from parish to parish may for the future be examined in their new school, if they have been a half-year in attendance at it, thus saving time, which now is often wasted. 4. An epidemic or bad weather, in their disastrous effect upon the attendance at school on the day of inspection, will no longer ruin the grant on examination, which for the future will depend, not on the actual number examined, but upon the average attendance. 5. Certain suspended articles of the former Codes, which would have required a child of eight years old to pass the second standard, are now to be set aside for the more intelligible one which requires a child over 10 years old to be presented above Standard II., or his passes will count for nothing. 6. Music taught by note will be paid for at a higher rate than when taught only by ear. 7. The full grant for "class-subjects" will not be halved if 20 per cent. of the scholars fail to be presented above Standard III.; but where this condition is complied with an additional grant will be awarded. 8. When a certificated teacher is promoted to the grade of 1st Class, his "parchment" will no longer be indorsed by the inspector. 9. And if for any offence a certificate has to be reduced, suspended, or recalled, its holder will first be communicated with directly by the Education Department; and he will have an opportunity of defending himself with respect to the conduct complained of.

VII. Night-schools will receive some special encouragement.—They may be conducted by the clergyman of the parish if he wishes to relieve the hard-worked day-school teacher from the extra task. Any child legally at work (and not simply, as now, a child over 12 years old) may attend and earn grants. But why a child of 14 and over who has not passed the standard for total exemption should be punished for his ignorance by being excluded from the night-school is an insoluble enigma! Night-scholars may take up some of the "class-subjects" in addition to the "three R's;" but it is to be hoped that a special scheme will be arranged for night-schools, as it is ridiculous to expect that as much work can be done in them during 40 hours of a winter session as in a day-school during the 1,500 or 2,000 hours of the school year.

VIII. The changes will involve increased expense and some loss of grant:—1. The regulations compelling the employment (1) of an adult teacher where there are 40 infants, or a certificated teacher for over 60 infants, (2) of pupil-teachers superseding stipendiary monitors, (3) of assistant teachers in place of pupil-teachers in a school of over 120 children, (4) of an additional adult teacher for every increase of 60—instead of 80, as formerly—in average attendance, and (5) in small schools of teachers certificated upon examination, instead of the less expensive ones who hitherto have been awarded certificates without examination, will all of them operate to increase school-expenditure. 2. On the other hand, loss of grant must necessarily result from the following changes;—(1) Four schools out of every five will lose half the music-grant—*i.e.*, 6*d*. a head; (2) the examination of Standards I. and II. in "sample" may possibly, through the ill-luck of selection, result in another loss; (3) the percentage of passes in standards, which last year amounted to 81·2, will for the future be seriously lowered, for all present at the examination, if their names have been on the school books for six months, must be examined, however few the number of their attendances; and, as hitherto the number present on the day of inspection has been some 23 per cent. greater than the number who have made their 250 (or 150) attendances in the year, it is plain that a large number will be examined in standards who have not the faintest chance of passing, the whole probable reduction being from 81·2 per cent. to 70 or even 65 per cent. in the average for the whole country; and (4) the grants for specific subjects will first be halved by striking out Standard IV., and next, in by far the majority of cases, the rest of the grant for two successive years will be cancelled because the percentage of passes in the standards falls below 75.

IX. Many important things are left uncertain and undetermined. —For example, what proportion of the children in Standards I. and II. will be examined in "sample," and is the choice to be simply by chance? Is the present "attendance-grant," which is the only certain part of the grant in the existing Code, to be continued? What is to be the rate of payment per head in respect of the standard-examination? How much is to be given for the sewing-grant? And how much for "special merit?" How is singing from note to be tested, what proportion of scholars in the school must learn from note, and who is to judge (for all inspectors are not musical) of the performance in each case? What part of the grant in infant-schools is to be awarded for method, &c., and how much for the "passes" of children between six and seven; and in what way can the payment for children who pass in the ordinary Standard I. be made upon average attendance? How in small schools are children below Standard IV. to be taught in four separate classes in taking up the "class-subjects," when, perhaps, there is only a single teacher to do all the work? What will be the extra payment for class-subjects when the 20 per cent. condition is fulfilled? When will the new regulations begin to come into operation? With what bodies or individuals will the "Department" take previous counsel before finally determining the above unsettled points? And lastly, is it quite certain that the newly-arranged "standards" will be the legal standards referred to so often in the Acts of 1870, 1873, 1876, and 1880; and, if not, how will cases be dealt with when it is pleaded that, although a child failed to pass the standard for total exemption according to the Code of 1882, it would have passed what was required in the Code of 1870 or of 1876?

X. All essential *data* should be published without delay.—If, as is most likely, the new Code—the Code for 1882, in which are to be embodied the proposed alterations above reviewed—is laid upon the table of the Houses of Parliament within a month of their reässembling next year, then it will become law at the end of two calendar months after the beginning of next Session—that is to say, by the commencement of the month of April, 1882; and in that case it will affect all schools whose school-years end on April 30. It follows, therefore, that large numbers of schools are at this very moment almost half-way through the year at the end of which it is at present absolutely uncertain whether the grant they will earn will reach within 20 or even 30 per cent. of the sum they reckoned upon receiving when they settled their "staff" and scale of salaries for the current year, and whether, therefore, they may not be called upon then to furnish additional subscriptions (or rates in the case of Board-schools) to the amount of double what is usually collected under that head. And if the silence of the Department on this matter is maintained to the very end, many of those schools will actually not have three clear months' notice of their possible deficit, although their expenditure will be going on just as if the Code of 1881 were not going to be superseded by the proposed new Code. On every account, therefore, it is of the highest consequence that, at any rate, provisional figures should be published to fill up the many blanks now appearing in the scheme of proposed revision; for till these are supplied it will be impossible for school-managers with any degree of calmness to look forward to making both ends meet at the end of their school-year; and it will be of but little avail that the principle of the suggested changes is discussed when their actual financial bearing cannot even be made the subject of a guess. On the whole, it must be admitted that the direction to which most of the proposed alterations point is an eminently satisfactory one; but the educational world will soon become almost too impatient to control, unless further revelations are set forth by authority to supplement the skeleton-scheme now before the public.

GOVERNMENT CENTRAL BOOK-DEPOT.

List of New Books received in the Government Central Book-Depôt, Bombay, from 16th October to 15th November 1881.

Fresh supply received from England.

MAPS—ENGLISH.

	Rs.	a.	p.
Johnston's School-room Map of India	6	0	0
Do. do. do. Asia.	6	0	0
Do. do. do. Europe.	6	0	0
Do. do. do. The World....................	6	0	0

BOOKS—ENGLISH.	Rs.	a.	p.
Ogilvie's Student's English Dictionary	3	12	0
Chambers's Exemplary Biography	1	0	0
Collins's Pocket Dictionary	0	4	0
Nelson's Royal Reader, No. IV	0	12	0
Chambers's Moral Class Book	0	12	0
Do. Etymological Dictionary	2	0	0
Collier's History of the British Empire for Senior Classes	1	4	0
Do. do. for Junior Classes	0	12	0
Nelson's Brief History of England	0	4	8
Mackay's Outlines of Geography	0	8	0
Barnard Smith's Arithmetic	2	4	0
Adams's English Language	2	4	0
Edith Thompson's History of England	1	4	0
Webster's Unabridged Dictionary, Pictorial edition, with Appendices	15	12	0
Do. do. without Appendices	10	8	0
Lethbridge's History of India (Macmillan)	2	4	0
do. Easy Introduction to the History of India	0	12	0
Huxley's Physiology (Science Primer)	0	8	0
Scott's Lady of the Lake (Milner)	0	8	0
Irving's Sketch Book	0	8	0
Cooke's Universal Letter-writer	0	8	0
Routledge's Diamond Dictionary	0	8	0
Pope's Homer's Iliad (Milner)	0	8	0
Todhunter's Mechanics	2	4	0
Lamb's Tales from Shakespeare	0	8	0
Colenso's Algebra	2	4	0
Hiley's English Grammar	1	12	0
Morell's Analysis of Sentences	1	0	0
Milton's Samson Agonistes, edited with Notes by Hunter.	0	12	0
Do. Paradise Lost, Book I., by Hunter.	0	12	0
Do. do. Book II., by do.	0	12	0
Do. do. Book IV., by do.	0	8	0
Trench's English—Past and Present	2	4	0
Johnston's Unrivalled Atlas	1	4	0
Heywood's National Atlas	0	8	0
Pope's Essay on Man	0	12	0
Sir Roger de Coverley. (From the *Spectator*)	0	8	0
Day's History of Sandford and Merton	0	8	0
Airy's Selections from the *Spectator*	0	8	0

MEDICAL BOOKS.

Macnamara's Diseases of the Eye	6	4	0
Roberts's Theory and Practice of Medicine, 2 vols	11	0	0

New Editions published by the Department.

ENGLISH.

Howard (E. I.)—Departmental Second Book, Part I.	0	1	6

SANSKRIT.

	Rs.	a.	p.
Bhandarkar (R. G.)—Second Book of Sanskrit. Fifth edition	0	12	0

GUJARATI.

	Rs.	a.	p.
Hope (T. C.)—Departmental 1st Reading-Book, 15th stereotyped edition	0	1	6
Do. do. 4th Reading-Book, 12th stereotyped edition	0	6	0

New Books purchased by the Department.

MARATHI.

	Rs.	a.	p.
Supplement to the Seventh Edition of the large Marathi Grammar, composed for the use of Senior Students, by Rao Bahadur Dadoba Pandurang	1	0	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Stores.

No. 3845.

FINANCIAL DEPARTMENT.

Bombay Castle, 15*th October* 1881.

Memorandum from the Government of India, Department of Finance and Commerce—Forwarding the following copy of their letter to the Government of Bengal, No. 3220, dated 28th September 1881, with enclosure, for information and for the issue of the further necessary orders :—

"In reply to your letter No. 844, dated 9th September 1881, I am directed to state that the Government of India confirms the sanction accorded by His Honour the Lieutenant-Governor to the purchase in the local market of the articles noted on the margin urgently required for use in the Behar Opium Agency.

Red lead.
White lead.
Black paint.
Linseed-oil, boiled.
Rope, Europe, tarred, hemp.

"2. The Government of India learns with satisfaction that His Honour has issued instructions to the Board of Revenue to purchase linseed-oil of local manufacture, and trusts that the Local Government will satisfy itself in each case that orders for the purchase of articles of Indian manufacture are strictly carried out.

"3. I am to request that you will be good enough to move His Honour to issue similar instructions for the purchase of rope of local manufacture instead of imported rope. Messrs. Ahmuty and Co. of Calcutta make rope of superior quality. A copy of a memorandum by them describing the fibres used in manufacturing the ropes they make, and the quality of each kind, is appended to this letter. Rope is also manufactured by Messrs. W. H. Harton and Co. of Calcutta.

GOVERNMENT OF INDIA.

DEPARTMENT OF FINANCE AND COMMERCE.

Enclosure of Letter No. 3220 of 1881.

Memorandum by Messrs. AHMUTY & Co., Calcutta.

Coir.—This fibre is very valuable for its extremely elastic qualities, and in cases where "give and take" is required, no other known rope-fibre, except hair, can approach it. This fibre, of good quality, will not grow beyond the influence of sea-air, and cannot for any great length of time be preserved beyond the influence of salt water. Immersion in fresh water without immediate dryage results in deterioration and ultimate rot, while constant or occasional immersion in salt water will, with fair wear and tear, preserve it for probably three or four times as long as a rope of any other fibre would, under the same conditions, last. Where a dead strain or heavy lift is required, coir is not recommended as a safe or reliable rope, the fibre being too short and elastic.

Coir is very largely used by the Marine Department for riding cables and springs for the Light Vessels and for towing-hawsers, warps and running-gear for the Marine Service.

For the Marine Service, the Superintendent of Marine annually invites tenders for the manufacture of coir-ropes and cables, and the Marine Store-keeper supplies the successful tenderer with coir-yarn, which is laid up to order, and returned to the Dockyard. We may note here that we at present hold this contract, and, with the exception of two years, have done so since 1858. We attach some certificates from the Marine Department regarding our supplies of coir-ropes and cables.

Manilla-hemp—Is the strongest of vegetable rope-fibres, and, where heavy lifts or hard usage are required, is the most reliable of ropes. During the recent campaigns in Afghanistan we supplied large quantities of this rope for contractors in Bombay, Kurrachee and the Punjab, presumably for the Ordnance and Commissariat Departments, for the haulage of guns and stores over the mountain passes. For such purposes it is admirably adapted. It is lighter, stronger, and more endurable than ordinary hemp-rope, and weight for weight per coil is about the same price.

Calicut-hemp—Is grown on the Malabar Coast, and is of very great strength and fineness, and is especially suited for small ropes and lines. It is very little inferior to the best Russian hemp, and is a most reliable rope for heavy purchases, second, in this country, where Russian hemp is not used, only to Manilla.

Jubbulpore-hemp—A much coarser fibre than the above, is in general use for heavy cordage. In utilizing this material there is much wastage, but it turns out a very satisfactory and reliable rope, is tough and strong, and will stand much rough usage. Hemp ropes are largely used by the Marine, Ordnance, Commissariat and Public Works Departments.

Sunn-hemp—This fibre is of a soft and somewhat silky texture, and when laid up into cordage looks well, but has not the advantage of possessing much strength. It is usually made up into spun yarn for engine-packing, or into light lines for packing dried fish, or for baling hides in the interior for transport to screw-presses.

Aloe-fibre—Is produced in large quantities in the Sonthal hills, and when new is of fair strength, stronger than coir, but inferior to Manilla or Calicut hemp. It is, however, incapable of resisting the action of water without serious injury, becomes black and unsightly, and soon ceases to be a rope on which dependence can be placed. Natives manufacture this material by hand power into rough ropes, and these are extensively used for the haulage, mooring and running-gear of country-boats, but presumably only for its cheapness.

Jute.—We manufacture this for the Marine Department for maroons used on board the Light Vessels at the Sandheads, and also in considerable quantities for export to Australia, where it is used for packing loose wool for transport to the Coast. It is also very extensively used about Calcutta as lashings for jute-bales. The fibre does not possess much strength, is unfit for heavy lifts or hard usage, and quickly rots if kept wet or even damp.

Cotton.—This we manufacture into tent ropes and lines and into fine cord for driving-gear for cotton and jute-spinning machinery. The yarn we obtain from the local cotton-mills and lay up to any size to order, but its high price prohibits its very extensive use unless in the case of mill-gearing, where smooth running is a desideratum.

Cannabina-hemp, pine-apple fibre.—About up to thirty years ago there was considerable demand for cordage made from these fibres, but they have been superseded by the introduction of Manilla hemp and by the greater facilities for obtaining Calicut and Jubbulpore hemp. The fibres are, however, of considerable strength, and will stand a deal of hard handling. This manufacture is now confined to Native hand-laid lines for cargo-boat and household purposes.

Steel-wire rope, iron-wire rope.—The wire is imported from England and is laid up to order. The quality is the best procurable. These we supply for bridge-work in the hills and for standing rigging for vessels of the Marine Service.

We would condense the foregoing as follows, viz.—

Coir.—For marine uses, light work, rough usage.

Manilla-hemp.—Hard work, heavy lifts, and where great strength is required.

Calicut-hemp.—For fine lines and ropes, heavy purchases,
Jubbulpore-hemp.—For heavy ropes, rough work, hard usage,
} and where great strength is required.

Sunn-hemp.—Engine packing, baling-lines, little strength.

Aloe-fibre.—Cargo-boat uses, gooning-lines.

Jute-fibre.—Maroons, baling-ropes and lines, very little strength.

Cotton-staple.—Tent-ropes, mill-gearing, driving-bands for machinery.

Cannabina-hemp, pine-apple fibre.—Almost obsolete. Boat-ropes and lines, household purposes.

Steel-wire rope, iron-wire rope—Bridge-work across khuds. Standing rigging.

RESOLUTION.—Copies to be forwarded to the Military, Marine, and Public Works Departments of the Secretariat for information and for the issue of the necessary orders.

2. Copies may also be sent for the information of the other Departments of the Secretariat.

J. MONTEATH,

Acting Under-Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT-GENERAL.

No. 1605 OF 1881.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 26th October 1881.

Copy forwarded to the Director of Public Instruction.

S. MACDONALD,

For Chief Secretary to Government.

Attachment of Salaries of Public Officers.

No. 6345.

REVENUE DEPARTMENT.

Bombay Castle, 26th October 1881.

Memorandum from the Commissioner, C. D., No. R.-3847, dated 4th October 1881—Submitting for orders a letter (No. 3770, dated 20th September 1881) from the Conservator of Forests, N. D., who enquires whether under the orders a transcript of which is given in the letter from the Commissioner of Customs, Opium and Abkári, embodied in the preamble of Government Resolution No. 5144, dated 7th September 1881, it is compulsory on the head of the department to discharge any servant a moiety of whose pay may be attached by a writ of a Court provided the attachment be not removed within three months, or whether the head of an office is permitted to exercise his discretion in the matter and to treat each case according to his judgment of the position and circumstances of the official, a moiety of whose salary is attached; the Commissioner observing that he certainly thinks there should be discretion allowed to the head of an office, and he should not be compelled to discharge the official referred to, but if good and satisfactory reasons are shown he might act accordingly and be lenient.

RESOLUTION.—The view of the Commissioner, C. D., and the Conservator of Forests, N. D., is in accordance with the orders of Government quoted in Government Resolution No. 5144, dated 7th September 1881, which in effect authorize and do not require the head of a department to discharge a public servant under the circumstances stated.

J. MONTEATH,

Acting Under-Secretary to Government.

To the COMMISSIONER of CUSTOMS, OPIUM and ABKARI; all DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT-GENERAL; the REMEMBRANCER of LEGAL AFFAIRS; the COMMISSIONER in SIND and the COMMISSIONERS, N., C. and S. DIVISIONS; the SURVEY and SETTLEMENT COMMISSIONER; the three CONSERVATORS of FORESTS; the INSPECTOR-GENERAL of REGISTRATION and STAMPS; the COLLECTOR of SALT REVENUE; the COLLECTOR of BOMBAY; the SUPERINTENDENT of STAMPS; the SUPERINTENDENT of STATIONERY; all COLLECTORS, including COLLECTORS and DEPUTY COMMISSIONERS in SIND; the TALUKDARI SETTLEMENT OFFICER.

No. 1641 OF 1881.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 2nd November 1881.

Copy forwarded to the Director of Public Instruction in continuation of Government Endorsement No. 1359 of 15th September last.

S. MACDONALD,
For Chief Secretary to Government.

Leave and Allowances.

NOTIFICATION.

The subjoined Accountant-General's Circular, dated 20th October 1881, No. $\frac{\text{L. A.}}{13100}$, is published for the information and guidance of Educational officers enjoying vacations.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
7th November 1881.

No. $\frac{\text{L. A.}}{13100}$ OF 1881-82.

LEAVE AND ALLOWANCE DEPARTMENT.

To
THE ________

Bombay, 20th October 1881.

SIR,—So that there may be no delay in reporting on applications for privilege leave from officers who are allowed regular vacations, and who are subject to Section 72 of the Civil Leave Code, 5th Edition, I have the honour to request that the following information may be appended to their applications, and controlling officers through whom the applications are made, will forward such applications to this office, after they have satisfied themselves of the facts as stated by the applicants for privilege-leave.

(1) Length of authorized vacations for the last three years. In the case of officers who have returned from furlough, special leave, leave on medical certificate, leave on private affairs or leave without pay, the length of vacations since such return.

(2) Periods of the above vacations that the officer was prevented from enjoying.

I have the honor to be,
Sir,
Your most obedient Servant,
E. T. ATKINSON,
Accountant-General.

Accounts.

NOTIFICATION.

The subjoined Government Resolution No. 3881 of 18th October 1881 is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
14th November 1881.

Accounts. No. 3881.

FINANCIAL DEPARTMENT.

Bombay Castle, 18th October 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 3313, dated 5th October 1881:—

"As some instances have recently occurred, in which Treasury-Officers have made payments from the Treasury, under the assumption of a general authority to deal with demands presented at the Treasury, it seems necessary to explain that the authority of a Treasury-Officer to make payments is strictly limited to the rules in the Account-Code; and that if a demand of any kind is presented at the Treasury, which is not provided for by the rules in the Code, or is not covered by a special order received from the Account Office, the duty of the Treasury-Officer is to decline payment for want of authority.

"2. A Treasury-Officer has no authority to act under an order of Government sanctioning a payment, unless it is an express order *to him* to make the payment. But all such special orders should, in the absence of urgency, be sent through the Accountant-General."

RESOLUTION.—To be communicated to all Collectors and Treasury-Officers for information and guidance.

2. Copies may also be sent to all Departments of the Secretariat, the Commissioner in Sind and Commissioners of Divisions for information.

J. MONTEATH,

Acting Under-Secretary to Government.

To the COMMISSIONER in SIND; the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the POLITICAL DEPARTMENT of the SECRETARIAT (for communication to the Political Officers concerned); the COMMISSIONER of CUSTOMS, OPIUM and ABKARI; the COLLECTOR of SALT REVENUE; all other DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT-GENERAL.

Accounts.

NOTIFICATION.

The subjoined Government Resolution No. 4093, dated 3rd November 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17th November 1881.

No. 4093.

FINANCIAL DEPARTMENT.

Bombay Castle, 3rd November 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 3727, dated 21st October 1881:—

"Read again—

Financial Resolution No. 384, dated the 25th January 1879.

"Read—

Letter from the Comptroller-General, No. 713, dated the 11th July 1881.

"RESOLUTION.—In the Resolution of January 1879, read in the preamble, it was said (paragraph 8)—

'It is the duty of every disbursing officer to reduce to the utmost his demands upon the public treasury, and not to draw money in advance of his requirements. This applies as much to an officer who has a drawing-account with a Presidency-Bank, as to one who has a treasure-chest; the balances at credit of drawing-accounts and deposited in treasure-chests should alike be kept down to the lowest possible amounts. It is the duty of Accountants-General to watch these accounts with a view to securing this object.'

"2. The Comptroller-General has now furnished a report of his examination of some of the *ex-officio* accounts of public officers kept in Presidency-Banks. It appears from this report that notwithstanding the orders quoted in the first paragraph, public money is in several cases unnecessarily kept out of the public treasury, by the contrivance of private accounts opened with the Banks. Thus, for instance, officers who have letters of credit draw from the Government treasury larger sums than they require and forthwith place them to their credit in the Bank; the Controller of Military Accounts states that he finds it a regular practice in some places to draw the whole monthly allotment in the beginning of the month and then to leave it in private account to be drawn against as required; and large sums sufficient for a half-year's requirements are sometimes drawn as permanent advances for the contingent expenditure of an office, and then deposited in a Bank.

"3. Such arrangements are irregular and are not required in the interests of the public business. The Governor-General in Council is therefore pleased to rule that no public officer who is supplied with funds from the public treasury, or who in the exercise of his duty receives money on the part of Government, either in deposit or as revenue, shall open an account with a Bank in respect of such funds or money without the previous consent of the officer to whose audit he is subject.

"4. The Comptroller-General will issue needful instructions (which should first be submitted for the approval of Government) for the guidance of Account-officers in the Civil, Public Works and Military Departments, in determining the cases in which private banking-accounts may be allowed in respect of public money. In preparing these instructions he will bear in mind that in certain cases, *e.g.*, those of Private and Military Secretaries, Officers in the Political Department, and Officers having the management of purely private moneys, the objections to the system of separate banking-accounts are of less consideration than the convenience of using banking-procedure."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices for information and guidance.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

Accounts.

NOTIFICATION.

The subjoined Government Resolution No. 4007, dated 28th October 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17th November 1881.

No. 4007.

FINANCIAL DEPARTMENT.

Bombay Castle, 28th October 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 3588, dated 13th October 1881:—

"The Governor-General in Council is pleased to direct that no officer, whether in the Civil, Military or Public Works Department, shall in any case issue duplicates or copies of receipts or vouchers in lieu of those alleged to be lost or missing. If any necessity for such a document arises, he may issue a certificate stating that he finds from his accounts (or other records) that on a specified day he received from or paid to A. B. a certain sum on a certain account.

"This order does not apply to cases where under existing rules duplicates are required to be prepared with the originals, but only prohibits the issue of duplicates on the allegation that the originals are lost."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices for information and guidance.

J. MONTEATH.
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

Government Central Book-Depôt.

NOTIFICATION.

The undermentioned books are sanctioned as Library and Prize-books, &c.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17th November 1881.

ENGLISH.

Indian Series of School Maps, as under, printed in colours, by John Bartholomew, F.R.G.S., American Mission Press, Lucknow.—Price one anna each.

1. India.
2. North-West Provinces.
3. Punjab.
4. Persia, with Afghanistan and Beluchistan.
5. China and Japan.
6. England and Wales.
7. British Isles.

Indian Atlas of the World, printed in colours by John Bartholomew, F.R.G.S., American Mission Press, Lucknow, containing 16 maps, including Bengal, N.W. Provinces, Punjab with Rajputana, Bombay and Madras Presidencies.—Price 6 annas.

English and Hindustani.

People's Dictionary, English and Roman-Urdu, Etymological, Idiomatic and Illustrated, by Rev. Thomas Cavern, M.A. American Methodist Mission Press, Lucknow.—Price 8 annas.

Marathi.

ज्योतिःशास्त्र, or translation from the original work of Professor Geikie (Science Primer Series), by Rao Sahib Kashinath Balkrishna Marathé.—Price 12 annas.

पंचतंत्रसार, or Fables of Vishnu Sharma, by Govind Shankar Shastri Bapat.—Price 9 annas.

भूतलविषयक विद्येचीं मूलतत्त्वें, being a translation of Blanford's Physical Geography, by Rao Sahib Balwant R. Sahasrabuddhé.—Price 13 annas.

उत्तररामचरित्र नाटक: a Drama in Seven Acts, by Parashuram Pant Godbolé.—Price 8 annas.

वेणिसंहार नाटक: a Drama in Six Acts, by Parashuram Pant Godbolé.—Price $8\frac{1}{2}$ annas.

मृच्छकटिक नाटक: a Drama in Ten Acts, by Parashuram Pant Godbolé.—Price $8\frac{1}{2}$ annas.

शिक्षण आणि अध्यापन, or Discipline and Instruction, by Professor Abaji Vishnu Kathavate.—Price 13 annas.

महाराष्ट्र व्याकरणपूरणिका, or Supplement to the Seventh Edition of his large Marathi Grammar, by Dadoba Pandurang. Price Rupee One.

Gujarati.

व्युत्पत्तिप्रकाश, or a Manual of Gujarati Etymology, by Rao Sahib Mahipatram Rupram.—Price 6 annas.

भूतलविद्या, being a translation of Blanford's Physical Geography, by Rao Sahib Mahipatram Rupram.

राबिन्सन क्रूसोनुं चरित्र भाग पेहेलो, translated from the Marathi Version by Chunilal Bapuji Modi.—Price 7 annas.

Kanarese.

प्रकृतिक भूगोलविद्यतु, translated from the original work of Professor Geikie (Science Primer Series).—Price 8 annas.

N. V. BAPAT,
Curator.

APPOINTMENTS AND CHANGES.

Monthly List of Appointments and Changes in the Educational Department from 16th October 1881 to 15th November 1881.

19th October 1881.—Twenty days' privilege leave is granted to Mr. K. G. Meheta, Sub-Deputy Educational Inspector, Jhalawad Prant.

21st October 1881.—Mr. H. H. Dhruva, Second Assistant Master, Nariad High School, is appointed Acting First Assistant Master in the same School.

21st October 1881.—Mr. J. V. Shah, Third Assistant Master, Nariad High School, is appointed Acting Second Assistant in the same School.

21st October 1881.—Mr. V. G. Dalal, Fourth Assistant, Nariad High School, is appointed Acting Third Assistant Master in the same School.

21st October 1881.—Mr. B. R. Badshah, Fifth Assistant Master in the Nariad High School, is appointed Acting Fourth Assistant Master in the same School.

21st October 1881.—Mr. J. M. Trivede, Sixth Assistant Master, Nariad High School, is appointed Acting Fifth Assistant in the same School.

21st October 1881.—Mr. Javerilal Lalubhai, Seventh Assistant Master, Nariad High School, is appointed Acting Sixth Assistant Master in the same School.

22nd October 1881.—The unexpired portion (3 days) out of 15 days' leave on private affairs, granted to Mr. S. G. Bhanap, Assistant Sanskrit Teacher, Elphinstone High School, is cancelled.

24th October 1881.—One and a half month's leave, without pay, is granted to Mr. R. S. Taki, Third Assistant Master, Karwar High School.

24th October 1881.—One year's leave, without pay, is granted to Mr. Shankar Ravji Apté, Fourth Assistant Master, Dharwar High School.

24th October 1881.—Mr. A. R. Jalihal is appointed substantive *pro tem.* Fourth Assistant Master, Dharwar High School, until further orders.

25th October 1881.—An extension of six months' leave, without pay, is granted to Mr. Fakirbhai Tuljaram, Head Master, Sir J. J. English School, Surat.

27th October 1881.—An extension of four months' leave, without pay, is granted to Mr. B. B. Nimbkar, Seventh Assistant Master, Dhulia High School.

28th October 1881.—Mr. Ramkrishna Hari Belsari, Head Master, Parola No. 1 School, is appointed Head Master of the Taluka School at Karjat.

28th October 1881.—Mr. Apaji Baji Joshi, Head Master, Rahuri No. 1 School, is appointed Head Master Superior Vernacular School at Pathardi.

28th October 1881.—Mr. Bhaskar Mahadev Kelkar, Head Master, Superior Vernacular School at Pathardi, is appointed Head Master, Taluka School, at Rahuri.

28th October 1881.—Mr. Narayan Tatiaji Newaskar, Head Master, Taluka School at Akola, is appointed Head Master, Taluka School at Newase.

31st October 1881.—Twenty days' privilege leave is granted to Mr. Dhirajram V. Vias, Head Master, Nawanagar High School.

31st October 1881.—Mr. Mangesh Shantapa Nadkarni is appointed substantive *pro tem.* Third Assistant Master in the Karwar High School, *vice* Mr. Taki, on leave.

2nd November 1881.—A month and 20 days' privilege leave is granted to Mr. Balaji Mahadji Bandivadekar, Assistant Deputy Educational Inspector, Satara.

4th November 1881 —A month's leave, without pay, is granted to Mr. Balkrishna Vishnu Bhide, Fourth Assistant Master, Satara High School.

9th November 1881.—Twenty days' privilege leave is granted to Rao Saheb Mohanlal R. Javeri, Deputy Educational Inspector, Surat Sub-Division.

10th November 1881.—Mr. Vinayek Anant Bapat, Fourteenth Assistant Master, Poona High School, is appointed substantive *pro tem.* Twelfth Assistant Master in the same school, *vice* Mr. Atré.

10th November 1881.—Mr. Vishnu Sakharam Padvekar, 16th Assistant Master, Poona High School, is appointed substantive *pro tem.* Fourteenth Assistant Master in the same school, *vice* Mr. Bapat.

10th November 1881.—Mr. Kesheo Ramchandra Patvardhan is appointed Sixteenth Assistant Master in the Poona High School, *vice* Mr. Padvekar.

11th November 1881.—One month and sixteen days' sick leave is granted to Mr. N. J. Ratnagar, Seventh Assistant Master, (Gujarati Side), Elphinstone High School.

11th November 1881.—Mr. N. K. Daji, Second Assistant Master, Chandanwadi Anglo-Vernacular School, is appointed Acting Seventh Assistant Master (Gujarati Side), Elphinstone High School, *vice* Mr. Ratnagar.

11th November 1881.—Mr. Vishnu Appaji Dabké, Fifth Assistant Master, Satara High School, is appointed substantive *pro tem.* Fourth Assistant Master in the same School.

11th November 1881.—Mr. Atmaram M. Thakur, Sixth Assistant Master, Satara High School, is appointed substantive *pro tem.* Fifth Assistant in the same School.

11th November 1881.—Mr. Hari Panset Lad, Seventh Assistant Master, Satara High School, is appointed substantive *pro tem.* Sixth Assistant Master in the same School.

11th November 1881.—Mr. S. D. Behere, Eighth Assistant Master, Satara High School, is appointed substantive *pro tem.* Seventh Assistant in the same School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
November 1881.

SUPPLEMENT

TO THE

Bombay Educational Record,

MARCH 1881,

BEING

THE DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT FOR 1880-81.

SEVENTEENTH ISSUE.

DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT

FOR

1880-81.

BOMBAY:
PRINTED AT THE GOVERNMENT CENTRAL PRESS.

1881.

DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT

FOR THE YEAR 1880-81.

No. 2162 of 1864-65.

MEMORANDUM.

1. The Directory of the Department of Public Instruction, as it stood on the 1st November 1864, has been officially drawn up with the following objects in view :—

(a)—To show at a glance the personal resources of the Department, and to facilitate a comparison of the claims of different persons for any appointment that may be vacant.

(b)—To lead the way to future organization and order, by pointing out anomalies where they exist in pay or position.

2. It is expected that this Directory will be useful both to the Government and to the Educational Authorities, and that it will be an encouragement to Students to aim at University distinctions, when they see that these are officially recorded and made to constitute a claim to promotion. It is, however, by no means intended to introduce any sudden revolution, or to set aside the claims of those who ably served in the Department perhaps before the University of Bombay came into full operation. Besides length of service, which will always be duly recorded, there are personal qualifications, often more valuable than University distinctions, but which can find no record in a Directory. It is hoped, then, that while the Directory will tend to correct many mistakes, the personal knowledge of Educational Inspectors, and other authorities, may also serve to correct the Directory.

A. GRANT,

Acting Director of Public Instruction.

Bombay, 6th December 1864.

No. 4455 of 1880-81.

Office of the Director of Public Instruction,
Poona, 8th December 1880.

MEMORANDUM.

Reprinted to accompany the Directory of 1880-81.

K. M. CHATFIELD,

Director of Public Instruction.

DIRECTORY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, 1st November 1880.

A.—Superior Appointments.

No.	Names.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
1	K. M. Chatfield ..	M.A.	Oxford ..	None ..	14 7 3	Director of Public Instruction	2,250 0 0	2,250 0 0	
	The Graded List.								
	1st Grade (2) *Rs.* 1,250 *to Rs.* 1,500.								
2	T. Waddington, Colonel, Staff Corps.	None.	None ..	Hindustani and Maráthi.	17 8 1	Educational Inspector, Central Division .. .. Travelling allowance .. Tentage do. ..	1,500 0 0 100 0 0 11 1 9	1,611 1 9	On medical certificate to Europe for two years from 2nd December 1878.
3	W. Wordsworth ..	B.A.	Oxford ..	None ..	19 0 26	Principal and Professor of History and Political Economy, Elphinstone College.	1,500 0 0	1,500 0 0	On leave to Europe from 1st May 1880.
	2nd Grade (4) *Rs.* 1,000 *to Rs.* 1,250.								
4	T. Cooke..	M.A. M.I. LL.D.	Dublin ..	Hindustani Colloquial.	15 4 24	Principal, Science College, Poona..	1,250 0 0	1,250 0 0	On furlough to Europe for one year from 13th August 1880.

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	2nd Grade—continued.				Y. m. d.		Rs. a. p.	Rs. a. p.	
5	R. G. Oxenham ..	M.A.	Oxford ..	None ..	17 1 22	Principal and Professor of English Literature, Deccan College .. .. .. Acting 1st Grade	1,250 0 0 50 0 0	1,300 0 0	
6	C. Macnaghten ..	M.A.	Cambridge.	Hindustani and Persian.	9 9 29	Principal, Rajkumar College, Káthiáwár	1,250 0 0	1,250 0 0	From Rajkumar College Fund.
7	F. Kielhorn	Ph.D.	Leipsic ..	None ..	14 8 2	Professor of Oriental Languages and Acting Principal, Deccan College. ..	1,050 0 0	1,050 0 0	
	3rd *Grade* (5) *Rs.* 750 *to Rs.* 1,000.								
8	W. A. Russell	M.A.	Oxford ..	Maráthi ..	19 11 12	Educational Inspector, Southern Division .. .. Acting 1st Grade .. .. Travelling allowance .. Tentage do. ..	1,100 0 0 150 0 0 100 0 0 11 1 9	1,361 1 9	
9	S. Cooke..	M.A., L.C.E.	Dublin ..	None ..	11 10 5	Professor of Chemistry and Geology, College of Science, Poona .. .. Acting 2nd Grade	1,000 0 0	1,000 0 0	
10	J. T. Hathornthwaite .	M.A.	Cambridge.	Hindustani	8 0 28	Professor of Mathematics, Elphinstone College ..	850 0 0	850 0 0	

11	P. Peterson	M.A. B.A.	Edinburgh Oxford.	None ..	7 9 30	Professor of Oriental Languages, Elphinstone College	800 0 0	800 0 0	
12	E. Giles	B.A.	Oxford ..	Hindustani and Gujaráti .	7 5 16	Educational Inspector, Northern Division ... ... Travelling allowance .. Tentage do. .. Acting in the 2nd Grade ..	800 0 0 100 0 0 11 1 9	911 1 9	
	4th Grade (6) Rs. 500 to Rs. 750.								
13	T. B. Kirkham	None.	University College, London.	Maráthi and Gujaráti .	13 4 10	Professor of English Literature, Elphinstone College .	750 0 0	750 0 0	On furlough to Europe for 15 months from 1st May 1889.
14	J. Scorgie	None.	Aberdeen .	None ..	5 8 25	Professor of Mechanism and Applied Science, Poona College of Science .. .. Acting 3rd Grade	750 0 0	750 0 0	Mr. Scorgie served under the Government of India from the 12th of November 1866.
15	F. G. Selby	B.A.	Oxford ..	Maráthi ..	3 8 22	Professor of Logic and Moral Philosophy, Deccan College .. .. .. Acting 3rd Grade	650 0 0	650 0 0	
16	M. Macmillan	B.A.	Oxford ..	Hindustani	2 4 19	Professor of Logic and Moral Philosophy, Elphinstone College	600 0 0	600 0 0	
17	G. W. Forrest	B.A.	Cambridge.	None ..	7 10 13	Professor of Mathematics, Deccan College	500 0 0	500 0 0	
18	H. P. Jacob	None.	Oxford ..	Maráthi ..	13 11 11	Educational Inspector, North-East Division in the 4th Grade .. .. .. Acting Educational Inspector, Central Division .. Travelling allowance .. Tentage do. ..	750 0 0 .... 100 0 0 11 1 9	861 1 9	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
	Acting Officers.								
19	Rāo Bahādur Daji Nilkant Nagarkar.	None.	None ..	None ..	29 2 5	Professor of Mathematics in the College of Science, Poona .. .. .. Acting 4th Grade	500 0 0 150 0 0	650 0 0	
20	Rāo Sāheb S. V. Patwardhan.	B.A.	Bombay ..	None ..	13 9 18	Acting in the Fourth Grade as Educational Inspector, North-East Division .. Travelling allowance .. Tentage Do. ..	500 0 0 100 0 0 11 1 9	611 1 9	
21	Govind Vithal Karkuray.	B.A.	Cambridge.	None ..	2 5 3	Acting Professor of Mathematics, Deccan College. Acting 4th Grade	500 0 0	500 0 0	
	Gujarāt College.								
22	K. T. Best	M.A.	Oxford ..	None ..	15 1 29	Principal and Professor of English Literature, Gujarāt College, and Head Master, Ahmedabad High School	750 0 0	750 0 0	
23	Jamsetji Ardaseer Dalal.	M.A., LL.B.	Bombay ..	None ..	9 4 29	Professor of Mathematics, Gujarāt College, and Acting Professor of Mathematics, College of Science, Poona..	375 0 0	375 0 0	
24	Abaji Vishnu Kathawate.	B.A.	Bombay ..	None ..	10 8 11	Professor of Oriental Languages, Gujarāt College ..	275 0 0	275 0 0	
25	Cawasji Jamsetji Sanjana.	M.A.	Bombay ..	None ..	1 9 21	Acting Professor of Mathematics, Gujarāt College	195 0 0	195 0 0	

	Rajaram College.								
26	C. H. Candy	B.A. L.L.M.	Cambridge.	None ..	5 7 0	Principal and Professor of English Literature, Rajaram College, Kolhápur ..	800 0 0	800 0 0	Paid from Kolhápur State.
27	Balwant Bikaji Vakharkar.	B.A.	Bombay ..	None ..	16 5 0	Vice-Principal, Rajaram College, Kolhápur	350 0 0	350 0 0	Do.
28	Shivaram Bapuji Paranjpe.	B.A.	Bombay ..	Sanskrit ..	13 6 0	Professor of Oriental Languages, Rajaram College, Kolhápur	250 0 0	250 0 0	Do.
29	Balaji Prabhakar Modak.	F.E.A.	Bombay ..	Sanskrit ..	11 3 14	Lecturer on Physical Science, Rajaram College, Kolhápur	150 0 0	150 0 0	Do.
	Law School.								
30	E. T. Leith, Barrister-at-Law.	LL.M.	None ..	None ..	10 4 0	Government Professor of Law	300 0 0	300 0 0	On leave without pay for one year.
31	S. N. Fox, Barrister-at-Law.	B.A.	Oxford ..	None ..	0 9 16	Sub. *pro tem.* Government Professor of Law	300 0 0	300 0 0	
32	W. Webb..	None.	None ..	None ..	7 1 18	Government Professor of Law	300 0 0	300 0 0	On leave to Europe.
33	Nanabhai Haridas ..	LL.B.	Madras ..	None ..	0 3 20	Sub. *pro tem.* Government Professor of Law	300 0 0	300 0 0	
34	James Jardine	M.A.	Cambridge.	None ..	4 10 0	Perry Professor of Jurisprudence	269 0 0	269 0 0	
	Grant Medical College.								
35	H. Cook	M.D.	St.Andrews	Hindustani Staff.	9 4 29	Principal and Professor of Medicine, Grant Medical College .. .. .. Professor of Hygiene ..	1,600 0 0 200 0 0	1,800 0 0	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	Grant Medical College—continued.				Y. m. d.		Rs. a. p.	Rs. a. p.	
36	W. Dymock	B.A.	Oxford ..	Persian and Hindustani.	14 3 7	Professor of Materia Medica, Grant Medical College. ..	1,375 0 0	1,375 0 0	
37	A. N. Hojel	L.K. and Q.C.P.I.	Dublin ..	Hindustani Staff.	6 9 8	Professor of Physiology, Grant Medical College. ..	1,375 0 0	1,375 0 0	
38	H. J. Blanc	M.D.	Paris ..	P.H. ..	4 5 24	Professor of Surgery and Clinical Surgery, Grant Medical College. ..	1,375 0 0	1,375 0 0	
39	I. B. Lyon	None.	None ..	None ..	14 7 20	Professor of Chemistry .. Do. of Medical Jurisprudence, Grant Medical College.	1,150 0 0 200 0 0	1,350 0 0	
40	G. A. Maconachie ..	M.D.	Aberdeen..	Hindustani, L.S.	8 9 12	Professor of Ophthalmic Medicine and Surgery .. Do. of Comparative Anatomy and Zoology	1,150 0 0 200 0 0	1,350 0 0	
41	H Cook	M.D.	Queen's, Ireland.	None ..	1 4 20	Acting Professor of Anatomy and Curator of the Museum, Grant Medical College	1,000 0 0	1,000 0 0	

42	A. H. Hughes	M.D.	Boston ..	Hindustani, L.S.	5 11 22	Professor of Midwifery and Diseases of Women and Children, Grant Medical College	925 0 0	925 0 0	
43	J. Arnott..	M D.	Glasgow ..	Hindustani, L.S.	10 11 6	Professor of Pathology, Grant Medical College ..	875 0 0	875 0 0	
44	W. K. Hatch	M.B.	Aberdeen .	Hindustani, L.S.	1 9 26	Acting Professor of Pathology, Grant Medical College	583 5 0	583 5 0	
45	W. F. Knapp	None.	None ..	Hindustani, L.S.	10 6 10	Professor of Anatomy and Curator of Museum, Grant Medical College	428 2 2	428 2 2	On medical certificate, Europe.
46	W. Gray	M.B.	Dublin ..	None ..	13 11 9	Professor of Botany, Grant Medical College ..	100 0 0	100 0 0	Do. do.
47	Sakharam Arjun ..	L.M.	Bombay ..	Colloquial Hindustani.	1 4 12	Acting Professor of Botany, Grant Medical College ..	100 0 0	100 0 0	
	Sir Jamsetji Jijibhoy School of Art and Industry.								
48	J. Griffiths	Science and Art Department Certificates 2, 4, 5 and 6.	None ..	None ..	14 11 0	Superintendent, Sir Jamsetji Jijibhoy School of Art ..	800 0 0	800 0 0	
49	G. W. Terry	None.	None ..	None ..	23 3 27	Teacher of Elementary Drawing School	700 0 0	700 0 0	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	Sir Jamsetji Jijibhoy School of Art and Industry—continued.				Y. m. d.		Rs. a. p.	Rs. a. p.	
50	J. Adams	None.	None ..	None ..	1 7 0	Instructor in Architectural Drawing	150 0 0	150 0 0	
	Miscellaneous.								
51	A. Barrett	B.A.	Lampeter ..	Maráthi & Gujaráti.	15 2 25	Principal of the Elphinstone High School .. .. .. House-rent	700 0 0 100 0 0	800 0 0	
52	Ráo Sáheb Bhogilal Pranvalabdas.	None.	None ..	None ..	9 7 19	Director of Vernacular Instruction, Baroda State ..	580 0 0	580 0 0	From Baroda State.
53	Moreshwar Atmaram Tarkhadkar.	None.	None ..	None ..	9 9 29	Vice-Principal, Rajkumar College, Káthiáwár ..	550 0 0	550 0 0	From Rajkumar College Fund.
54	Mahadeo Moreshwar Kunte.	B.A.	Bombay ..	Sindi and Sanskrit.	16 2 26	Head Master, High School, Poona	500 0 0	500 0 0	
55	Ramkrishna Gopal Bhandarkar.	M.A.	Bombay ..	Sanskrit ..	16 1 16	Assistant Professor of Sanskrit, Elphinstone College ..	500 0 0	500 0 0	

56	Mirza Hairat	None.	None ..	None ..	8 6 10	Professor of Persian, Elphinstone College	500 0 0	500 0 0
57	J. Oliver	None.	None ..	Hindustani, Marathi, and Sindi .	7 2 6	Vice-Principal, Elphinstone High School .. .. .. House-rent	400 0 0 100 0 0	500 0 0
58	Wamon Abaji Modak ..	B.A.	Bombay ..	Sindi ..	16 8 0	Head Master, High School, Surat	400 0 0	400 0 0
59	Dr. D. Macdonald ..	B.M.	Edinburgh.	None ..	0 11 14	Professor of Biology, Elphinstone College, and Curator of the Victoria and Albert Museum ..	400 0 0	400 0 0
60	E. H. Hoogwerf ..	None.	None ..	None. Acquainted with Kánarese, Tamil and Malayalam.	16 1 9	Head Master, High School, Belgaum	350 0 0	350 0 0
61	Vithal Narayan Pathak.	M.A.	Bombay ..	None ..	14 9 5	Head Master, High School, Dhárwár	350 0 0	350 0 0
62	Ráo Sáheb Mahipatram Rupram.	None.	None ..	None ..	25 6 6	Principal, Training College, Ahmedabad .. .. .. Gujaráti Translator, Educational Department .	240 0 0 100 0 0	340 0 0

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	TOTAL.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
63	Jamsetji Nowrowji Unvalla.	M.A.	Bombay ..	None ..	13 9 5	Head Master, High School, Bhâvnagar	325 0 0	325 0 0	
64	T. H. Davies, C.S. ..	None.	Oxford ..	Hindustani and Marâthi.	3 2 12	Educational Inspector, Sind.	250 0 0	250 0 0	Also draws Rs. 1,100 as Manager of Encumbered Estates in Sind, and Rs. 250 as travelling and tentage allowances.
65	Dastur Hosangji Jamaspji.	None.	None ..	None ..	5 8 0	Assistant Professor of Oriental Languages, Deccan College.	200 0 0	200 0 0	
66	Râo Bahâdur Dadoba Pandurung Tarkhadkar.	None.	None ..	None ..	0 0 2	Marâthi Translator, Educational Department.. ..	200 0 0	200 0 0	
67	W. Shearer	None.	None ..	None ..	0 9 23	Agricultural Instructor, College of Science	....		

H—

B.—GENERAL DIRECTORY.

B.—GENERAL

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7

CLASS I.—Rs. 150 *to*

1	Ráo Sáheb Narayan Vishnu Bapat.	50	Brahmin ..	Narangri (Ratnágiri.)	Elphinstone College.	Maráthi ..
2	Ráo Sáheb Gopalji Surbhai Desai.	48	Brahmin ..	Surat	Surat High School.	Gujaráti ..
3	Dalpatram Pranjivan Khakar.	44	Kshatri ..	Diu	Elphinstone College.	Gujaráti ..
4	Uttamram Narbheram Mehta.	42	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
5	Keshava Bapuji Bal ..	38	Brahmin ..	Ládghar ..	Elphinstone College.	Maráthi ..
6	Mahadeo Vishnu Kané ..	36	Brahmin ..	Bowdhan ..	Elphinstone College.	Maráthi ..
7	Ráo Sáheb Alumal Trikamdas Bhojwani.	34	Hindu ..	Karáchi	Elphinstone College.	Sindi ..
8	Mrs. M. R. Mitchell.	60	Christian ..	Scotland ..	Edinburgh ..	English ..
9	H. W. Lewis	33	Christian ..	Birmingham ..	Birmingham School of Art.	English ..
10	John Bocarro	60	Christian ..	Bombay	Elphinstone Institution.	Portuguese.
11	Narayan Vinayek Sathe ..	36	Brahmin ..	Poona	Deccan College..	Maráthi ..
12	Ráo Sáheb Vishnu Balkrishna Sohoni.	43	Brahmin ..	Chawul	Elphinstone and Deccan Colleges.	Maráthi ..
13	Parvatishankar Mahishankar Davé.	51	Brahmin ..	Surat	Surat High School.	Gujaráti ..
14	Ráo Sáheb Ganesh Dhondeo Paranjpe.	48	Brahmin ..	Ratnágiri ..	Ratnágiri School.	Maráthi ..
15	Edalji Dorabji Talati	31	Parsi	Surat	Elphinstone College.	Gujaráti ..

Rs. 300, inclusive.

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	None	28 3 14	Curator, Government Central Book Depôt.	300 0 0	Nearly ten years of this service were spent in the Belgaum Sardárs' High School.
English, Maráthi, and a little of Sanskrit.	None	27 0 9	Deputy Educational Inspector, Káthiáwár Sub-division.	300 0 0	From Káthiáwár Educational Fund; receives in addition Rs. 50 as batta.
English, Marathi, Hindustani and Portuguese.	None	21 9 0	Deputy Educational Inspector, Cutch.	300 0 0	From Cutch State.
English, Urdu, and a little of Sanskrit.	Matriculated 1860.	19 3 2	Head Master, High School, Káthiáwár, Rájkot.	300 0 0	From Káthiáwár Educational Funds.
English, Sindi, Hindustand and a little of Latin, Sanskrit and Persian.	B.A., 1865	15 3 13	Head Master, High School, Hyderabad	300 0 0	
English, Sanskrit and Gujaráti.	B.A., 1866	14 2 8	Head Master, High School, Dhulia.	300 0 0	
English, Hindustani, and Persian.	B.A., 1867	12 8 0	Deputy Educational Inspector, Karáchi.	300 0 0	
Maráthi, a little Hindustani, Gujaráti, French, and Italian.	None	10 0 9	Lady Superintendent, Female Normal School, Poona.	300 0 0	
Hindustani partially.	None	4 7 0	Superintendent, School of Industry, Dhárwár.	300 0 0	Previously served in the Cotton Gin Factory, Dhárwár.
English	None	35 8 0	Head Assistant Director of Public Instruction, and Accountant, Dhakshina Fund.	290 0 0	Rs. 40 from Dakshina Fund.
English, Sanskrit and Gujaráti.	B.A., 1866	12 11 18	Acting Head Master, High School, Ratnágiri.	270 0 0	
English and Sanskrit.	Matriculated 1859.	19 9 2	Acting Principal, Poona Training College and Dakshina Examiner.	260 0 0	
English	None	29 9 6	Head Master, High School, Broach.	250 0 0	
English and Kánarese.	None	25 0 0	Nayadysh of Mudhol, in charge of Schools in the Mudhol State.	250 0 0	From Mudhol State.
English, and Latin.	B.A., 1869	9 3 10	Head Master, Narayen J. High School, Karáchi.	250 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
16	Ráo Sáheb Hargovindass Dawarkadass.	37	Vania	Umreth	Ahmedabad High School.	Gujaráti ..
17	Tapidass Dyaram Meheta ..	32	Vania	Surat	Elphinstone College.	Gujaráti ..
18	Ráo Sáheb Bal Parashram Pandit.	46	Brahmin ..	Sátára	Poona and Civil Engineering Colleges.	Maráthi ..
19	Ráo Sáheb Chanbassappa Baslingappa Dharwarkar.	47	Lingayet ..	Dhárwár ..	Poona and Civil Engineering Colleges.	Kánarese ..
20	Ráo Bahádur Kawramal Chandanmal Chandriani.	38	Hindu ..	Bhiria	Elphinstone College.	Sindi ..
21	Ráo Sáheb Mohanlal Ranchodas Javheri.	52	Vania.. ..	Broach	Elphinstone College.	Gujaráti ..
22	Prannarayan Mayashankar Dixit.	52	Brahmin ..	Surat	Surat High School.	Gujaráti ..
23	Venkat Rango Katti	45	Brahmin ..	Sátára	Poona Normal School.	Kánarese ..
24	Gopal Balwant Nene.. ..	43	Brahmin ..	Poona	Deccan College..	Maráthi ..
25	Hari Bhagawant Keskar ..	37	Brahmin ..	Sátára	Elphinstone College.	Maráthi ..
26	Gopal Babaji Hirpathak ..	42	Brahmin ..	Poona	Poona Mission School.	Maráthi ..
27	Robert Royal	43	Christian ..	Stow Bardulph, Norfolk.	Magdalen College.	English ..
28	Sorabji Pestonji Kika ..	36	Parsi	Bombay.. ..	Elphinstone High School.	Gujaráti ..
29	Dwarkanath Raghoba Tarkhadkar.	35	Vaishya ..	Karáchi	Deccan College..	Maráthi ..
30	Dayabhai Motiram Jagirdar.	32	Bania	Surat	Elphinstone College.	Gujaráti ..
31	R. V. A. Dhairyawan ..	36	Parbhu ..	Bombay.. ..	Civil Engineering College.	Maráthi ..
32	S. F. Mirza	32	Mahomedan ..	Hyderabad ..	Elphinstone College.	Persian ..

Other Languages known.	University Standing, or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, and little of Sanskrit and Hindustani.	Matriculated 1866.	14 9 11	Educational Inspector, Baroda State.	227 4 4	From Baroda State.
English, Sanskrit and a little of Maráthi.	M. A., 1870..	10 7 13	Head Master, Baroda High School.	227 4 4	From Baroda State.
English and Sanskrit.	None ..	21 3 20	Deputy Educational Inspector, Kolhápur and Miraj.	225 0 0	Rs. 200 from Kolhápur and Rs. 25 from Miraj States.
English and Maráthi.	None ..	24 10 0	Deputy Educational Inspector, Dhárwár.	210 0 0	Rs. 10 from the Miraj State.
English, Persian, and Hindustani.	None ..	11 4 23	Sindi Translator, Educational Department.	210 0 0	Transferred to the Revenue Department.
English, Maráthi, and a little of Hindustani and Sanskrit.	None ..	30 5 0	Deputy Educational Inspector, Surat Sub-division.	200 0 0	
English and Marathi.	None ..	29 7 25	Head Master, 1st Grade Anglo-Vernacular School, Bhávnagar, and Superintendent of Schools, Bhávnagar State.	200 0 0	From Káthiáwár Educational Funds.
English Maráthi, and Sanskrit.	None ..	21 3 0	Kánarese Translator, Educational Department.	200 0 0	
English and Sanskrit.	Matriculated 1863.	20 10 0	Deputy Educational Inspector, Sátára Sub-division.	200 0 0	Rs. 25 from Jath State.
English, Hindustani and a little of Sanskrit.	B. A. ..	16 6 7	Head Master, High School, Ahmednagar.	200 0 0	
English, Hindustani (Colloquial.)	Matriculated 1864.	15 1 6	Head Master, High School, Násik.	200 0 0	
Hindostani and Maráthi.	None ..	14 11 4	Superintendent of Workshop, College of Science, Poona.	200 0 0	
English, Maráthi, and Hindustani.	None ..	13 11 17	Head Master, English School, Aden.	200 0 0	
English, Sanskrit, Latin, and Gujaráti.	F.E.A., 1865.	12 4 21	Acting Reporter on the Native Press and Registrar of Native Publications.	200 0 0	
English and Latin.	B.A., 1869..	10 9 28	Head Master, Junágad High School.	200 0 0	From Káthiáwár Educational Funds.
English	None ..	9 7 14	Drawing Master, College of Science, Poona.	200 0 0	
English, Hindustani, Arabic and a little of Latin.	B.A., 1872 ..	7 8 0	Acting Sindi Translator ..	200 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
33	Dorabji Edalji Gimi.. ..	31	Parsi	Bombay.. ..	Elphinstone College.	Gujaráti ..
34	Miss L. B. Collett	32	Christian ..	Bombay	Edinburgh ..	English ..
35	J. D. Esperanse	26	Christian ..	Bombay.. ..	Sir J. J. School of Art, Bombay.	Portuguese..
36	Ráo Sáheb Vinayck Krishna Gore.	42	Brahmin ..	Poona	Deccan College..	Maráthi ..
37	Ráo Sáheb Motiram Rajaram Vakil.	46	Vania	Surat	Elphinstone College.	Gujaráti ..
38	Ráo Sáheb Sabajirao Chintaman Chitnis.	31	Goud Brahmin.	Sávantvádi ..	Elphinstone College.	Maráthi ..
39	F. M. Khimjiáni	24	Khoja.. ..	Bhúj	Elphinstone College.	Kutchhi ..
40	H. M. Page	27	Christian ..	Bolarum ..	Civil Engineering College.	English ..
41	Navalram Laxiram Pandya..	44	Brahmin ..	Surat	Surat High School.	Gujaráti ..
42	Ráo Sáheb Javachram Satvachram Hora.	49	Brahmin ..	Surat	Surat High School.	Gujaráti ..
43	Manikshaw Beiramji Lawyer.	51	Parsi	Surat	Elphinstone College.	Gujaráti ..
44	Ráo Sáheb Manidharprasad Tapiprasad Desai.	37	Brahmin ..	Surat	Surat High School.	Gujaráti ..
45	Ráo Sáheb Narayan Krishna Gokhle.	46	Brahmin ..	Rájápur ..	Deccan College..	Maráthi ..
46	Ráo Sáheb Pribdas Anandram Ramchandrani.	48	Anail	Hyderabad ..	Hyderabad Mission School.	Sindi ..
47	Lakshuman Vishnu Paranjpe.	40	Brahmin ..	Poona	Poona Normal School.	Maráthi ..
48	Bhujangrao Krishna Huilgole.	50	Brahmin ..	Huilgole (Dhárwár).	Elphinstone and Deccan Colleges.	Kánarese ..
49	Ráo Sáheb Ramchandra Annaji Savanur.	34	Brahmin ..	Belgaum ..	Belgaum High School.	Kánarese ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Latin.	B.A. 1867 ..	7 7 21	Head Master, Nadiád High School.	200 0 0	
French, German and a little of Gujaráti.	None ..	6 4 20	Lady Superintendent, Female Training School, Ahmedabad.	200 0 0	
English	None ..	3 7 0	Head Master, School of Art, Bhúj.	200 0 0	From Cutch State.
English	Matriculated 1862.	20 11 19	Deputy Educational Inspector, Khándesh.	175 0 0	
English and a little of Urdu.	None ..	20 8 20	Deputy Educational Inspector, Ahmedabad Sub-division.	175 0 0	
English, Sanskrit, and (colloquial) Hindustani.	B.A., 1869 ..	8 8 25	Deputy Educational Inspector, Thána Sub-division.	175 0 0	
English, Latin, Gujaráti, Sindi, and a little of Maráthi, Hindustani, and Persian.	B.A., 1876 ..	2 11 6	Acting Head Master, High School, Shikárpur; First Assistant, N. J. High School, Karáchi.	175 0 0	
Maráthi	F.C.E., 1873.	2 2 27	Demonstrator of Práctical Chemistry, College of Science, Poona.	175 0 0	
English, Maráthi and a little of Sanskrit.	None ..	26 2 0	Principal, Training College, Rájkot.	165 0 0	From the Káthiáwár Educational Funds.
English and a little of Maráthi.	None ..	29 9 0	Deputy Educational Inspector, Mahi Kántha and Pálanpur Sub-division.	150 0 0	From Mahi Kántha and Pálanpur Funds.
English	None ..	28 4 0	Head Master, Fort Branch School, Bombay.	150 0 0	
English	Matriculated 1863.	21 4 18	Deputy Educational Inspector, Kaira Sub-division.	150 0 0	
English	Matriculated 1864.	20 2 11	Deputy Educational Inspector, Ahmednagar, Sub-division.	150 0 0	
English, Persian and Hindustani.	None ..	19 4 0	Deputy Educational Inspector, Hyderabad.	150 0 0	
English, Hindustani, Sindi, Gujaráti and Sanskrit.	Matriculated 1866.	14 11 0	Acting First Assistant, High School, Karáchi.	150 0 0	
English and Maráthi.	None ..	14 7 9	Principal, Training College, Dhárwár.	150 0 0	
English, Maráthi, and a little of Hindustani.	Matriculated 1866.	13 8 20	Deputy Educational Inspector, Kaládgi.	150 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
50	Syed Abdul Fatte Mulvi	60	Mahomedan	Násik	Surat and Bombay.	Hindustani.
51	Damodhar Bhikaji Jatar	37	Brahmin	Wái	Deccan College	Maráthi
52	Navnidlal G. Javheri	32	Vania	Broach	Elphinstone College.	Gujaráti
53	Anna Moreshwar Kunte	35	Brahmin	Moholi	Elphinstone College and Grant Medical College.	Maráthi
54	Ráo Sáheb Ganpat Vankatesh Limaye.	31	Brahmin	Belgaum	Deccan College	Maráthi
55	Prabhakar Gangadhar Bhide.	33	Brahmin	Mohal (Ratnágiri.	Poona Civil Engineering College.	Maráthi
56	Dhirajram Vishwanath Vyas.	26	Brahmin	Surat	Elphinstone College.	Gujaráti
57	Miss. R. Morris	33	Christian	London	London	English
58	Ibrahim Mahomed Sayani	27	Kojha	Bombay	Elphinstone College.	Gujaráti
59	T. Costa	47	Christian	Mangalore	Basel College	Kánarese
60	Khandubhai J. Desai	24	Brahmin	Vesma	Elphinstone College.	Gujaráti
61	Mehervanji N. Wadia	27	Parsi	Poona	Elphinstone College.	Gujaráti
62	Vithal Khanderao Kirtikar	29	Prabhu	Bombay	Elphinstone High School and College.	Maráthi

CLASS II.—Rs. 100

63	Ráo Sáheb Balkrishna Sakaram Mone.	50	Brahmin	Poona	Deccan and Civil Engineering Colleges.	Maráthi
64	Ráo Sáheb Balvant R. Sahasrabudhe.	31	Brahmin	Poona	Deccan College	Maráthi
65	Kashinath Ganesh Kelkar	30	Brahmin	Poona	Deccan College	Maráthi
66	Nanabhai Ardaseer Moos	21	Parsi	Bombay	C. E. College	Gujaráti
67	Karsetji Nashirwanji Contractor.	23	Parsi	Broach	Elphinstone College.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Arabic, Persian, Maráthi, and Gujaráti.	None ..	12 7 8	Persian Teacher in Elphinstone High School.	150 0 0	
English, a little of Latin and Sanskrit.	B.A., 1869 ..	10 10 24	First Assistant Master, Poona High School.	150 0 0	
English and a little of Maráthi.	F.E.A., 1868.	9 9 8	First Assistant Master, Rájkumar College, Rájkot.	150 0 0	From Rájkumár College Fund. Transferred to the Judicial Department.
Sanskrit, Gujaráti, and Hindustani (colloquial).	B.A., 1866, M.D., 1874.	9 9 0	Demonstrator of Anatomy, Grant Medical College.	150 0 0	Also draws allowance from other departments.
English, Sanskrit and Kánarese.	B.A., 1872..	8 4 5	Deputy Educational Inspector, Ratnágiri Sub-division.	150 0 0	
English	L.C.E., 1873.	5 10 0	Head Master, Engineering School, Hyderabad.	150 0 0	
English and Sanskrit.	B.A., 1876..	5 9 6	Head Master, Navánagar High School.	150 0 0	From Káthiáwár Educational Funds.
Maráthi and a little of French, Gujaráti, Hindustani (colloquial).	None ..	5 2 8	Assistant to the Lady Superintendent, Female Normal School, Poona.	150 0 0	
English and Latin.	B.A., 1870..	4 7 27	First Assistant Master, High School, Ahmedabad.	150 0 0	
English and German.	None ..	4 5 0	Head Master, High School, Kárwár.	150 0 0	
English and Sanskrit.	B.A., 1875..	4 4 26	First Assistant Master, Káthiáwár High School.	150 0 0	From Káthiáwár Educational Funds.
English and Latin.	B.A., 1875..	3 11 3	First Assistant Master, Surat High School.	150 0 0	
English, Sanskrit and Gujaráti.	B.A. ..	2 0 0	Tutor to the Chief of Mudhol.	150 0 0	From Mudhol State.

and below Rs. 150.

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
English, Sanskrit and Kánarese.	None ..	16 4 0	Deputy Educational Inspector, Sángli.	140 0 0	From the Sángli State.
English and Sanskrit.	B.A., 1873..	9 4 17	Acting Deputy Educational Inspector, Poona.	140 0 0	Rs. 10 paid from Miraj State.
English and Sanskrit.	B.A., 1874..	3 6 9	Acting Head Master, High School, Sátára.	140 0 0	
Persian	L.C.E. ..	1 9 18	Instructor, Forest Class, College of Science, Poona.	140 0 0	
English and Persian.	B.A., 1879..	1 1 0	Acting First Assistant Master, High School, Hyderabad.	140 0 0	Permanent Incumbent Mr. R. K. Bhonde, on sick leave.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
68	Krishnaji Lakshman Datar.	46	Brahmin ..	Tásgaon ..	Poona Training College.	Maráthi ..
69	Palanji Adarji Mistry ..	38	Parsi	Bombay.. ..	Elphinstone College.	Gujaráti ..
70	Gulamali J. Akhund.. ..	35	Mahomedan..	Karáchi.. ..	Elphinstone College.	Sindi ..
71	Jamsetji Carsetji Dubash ..	35	Parsi	Bombay.. ..	Elphinstone College.	Gujaráti ..
72	Damodhur Ganesh Kelkar ..	27	Brahmin ..	Poona	Deccan College .	Maráthi ..
73	Ramchandra Ganesh Naik ..	53	Goud Brahmin	Bassein	Elphinstone Institution.	Maráthi ..
74	Khán Sáheb Haji Ahamed Haji Mahomed Sala Makhdum.	52	Mahomedan ..	Atateri	Normal School, Karáchi.	Sindi ..
75	Ráo Sáheb Ganpatram Goverishankar Shastri.	34	Brahmin ..	Surat	Surat High School.	Gujaráti ..
76	Balaji Bapuji Sane	40	Brahmin ..	Pálgad	Elphinstone College.	Maráthi ..
77	Jhamatmal Narumal Waswani.	33	Hindi Lohana.	Hyderabad ..	Elphinstone and Deccan Colleges.	Sindi ..
78	Janardhan Balaji Modak ..	34	Brahmin ..	Panch Nadi ..	Deccan College..	Maráthi ..
79	Ráo Sáheb Gopal Moreshwar Sathe.	33	Brahmin ..	Poona	Elphinstone College.	Maráthi ..
80	Ráo Sáheb Ravaji Balaji Karandikar.	25	Brahmin ..	Hángal (Dhárwár).	Deccan College..	Maráthi ..
81	Narayan Balal Limaye ..	50	Brahmin ..	Málgund (Ratnágiri).	Elphinstone College	Maráthi ..
82	Vishnu Daji Gadre	41	Brahmin ..	Junnar	Training College, Poona.	Maráthi ..
83	Trimbak Narayen Kirtane ..	38	Brahmin ..	Ratnágiri ..	Elphinstone College.	Maráthi ..
84	Dowlatram Maniram Bhachuh	37	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
85	Kaniyalal Ghirdharlal Dhru .	36	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
86	Pitambar K. Tolani ..	34	Hindu ..	Hyderabad ..	Normal College, Hyderabad.	Sindi ..
87	Ghelabhai Maneckial Lalvala.	35	Vania	Surat	Elphinstone College.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	None ..	24 4 21	Head Master, J. S. 1st Grade Anglo-Vernacular School, Bombay.	130 0 0	
English	F.E.A.,1864.	14 7 10	First Assistant Master (Gujaráti Side), Elphinstone High School.	130 0 0	
English, Persian, Hindustani and Latin.	Matriculated 1865.	12 8 0	Head Master, Normal School, Hyderabad.	130 0 0	
English and Latin.	B. A., 1867 ..	12 3 1	Head Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	130 0 0	
English and Latin.	M.A. ..	0 4 22	Acting First Assistant and Permanent Second Assistant Master (Maráthi Side), Elphinstone High School.	126 0 0	
English, Hindustani, Gujarati and Sindi.	None ..	32 1 0	Head Master, High School, Sholápur.	125 0 0	
Arabic, Persian, and Urdu.	None ..	23 11 0	Deputy Educational Inspector, Shikárpur.	125 0 0	
English, Hindustani, and a little of Sanskrit and Persian.	None ..	15 10 14	Deputy Educational Inspector, Broach Sub-division.	125 0 9	
English	B.A., L.C.E.	14 6 19	Assistant Professor of Mathematics, College of Science, Poona.	125 0 0	
English, Hindustani, a little of Persian and Sanskrit.	Matriculated 1866.	11 6 16	First Assistant Master, Shikárpur High School.	125 0 0	
English, Sanskrit and colloquial Kánarese.	B.A., 1871 ..	11 1 9	Head Master, Byramji Jijibhoy High School, Thána.	125 0 0	
English and Sanskrit.	B.A., 1875 ..	10 10 15	Deputy Educational Inspector, Násik Sub-division.	125 0 0	
English, Kánarese, and a little of Hindustani.	B.A., 1874 ..	5 2 0	Deputy Educational Inspector, Belgaum.	125 0 0	
English, and Gujaráti.	None ..	27 5 0	Vice-Principal, Poona Training College.	120 0 0	
English, Gujaráti and Sanskrit.	None ..	20 3 15	Head Clerk, Curator Government Central Book Depôt, Bombay.	120 0 0	
English, and Kánarese.	Matriculated 1861.	17 11 0	Head Master, English School, Kaládgi.	120 0 0	
English	Matriculated 1865.	17 7 1	Sub-Deputy Educational Inspector, Soráth Pránt, Káthiáwár.	120 0 0	From the Káthiáwár Educational Funds.
English and a little of Sanskrit.	None ..	16 8 0	Sub-Deputy Educational Inspector, Gohelvád Pránt, Káthiáwár.	120 0 0	From the Káthiáwár Educational Funds.
English, Persian, Hindustani and a little of Gujaráti.	None ..	13 11 0	Head Clerk, Educational Inspector, Sind.	120 0 0	
English and Sanskrit.	B.A., 1869	10 0 27	Second Assistant Master, High School, Ahmedabad.	120 0 0	

No.	NAMES.	Age.	Caste or Religion.	* Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
88	Narayan Balkrishna Godbole.	29	Brahmin ..	Chowk	Elphinstone College.	Maráthi ..
89	Byramji Framji Patel ..	20	Parsi	Bombay.. ..	Elphinstone College.	Gujaráti ..
90	Balaji Narayen Joshi ..	32	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
91	Ráo Sáheb Naro Bhaskar Deodhar.	46	Brahmin ..	Poona	Poona Training College.	Maráthi ..
92	Govind Balwant Patwardhan	38	Brahmin ..	Poona	Deccan College ..	Maráthi ..
93	Chaturbhuj Lalchand Oza ..	23	Brahmin ..	Tatta	Elphinstone College.	Sindi ..
94	Rewashankar B. Dholakia ..	32	Brahmin ..	Junágad ..	Elphinstone College.	Gujaráti ..
95	Tarachand Showkiram Advani.	30	Amil	Hyderabad ..	Elphinstone College.	Sindi ..
96	G. F. Mirza	34	Mahomedan ..	Hyderabad ..	Elphinstone College.	Sindi ..
97	Henry F. Shanahan	21	Christian ..	England ..	St. Xavier's College, Bombay.	English ..
98	Ráo Sáheb Madhavlal Harilal Desai.	26	Kshatri ..	Ahmedabad ..	Elphinstone College.	Maráthi ..
99	Narharam Narbheram Munshi.	48	Brahmin ..	Surat	Surat High School.	Gujaráti ..
100	Krishnaji Pandurang Godbole.	49	Brahmin ..	Wái (Sátára) ..	Poona Normal School.	Maráthi ..
101	Parashram Balkrishna Godbole.	46	Brahmin ..	Páwas (Ratnágiri).	Deccan College..	Maráthi ..
102	Rowji Sadashiva Godbole ..	47	Brahmin ..	Wái	Deccan College..	Maráthi ..
103	Krishnalal Govandas Meheta.	35	Kaisth ..	Surat	Surat High School.	Maráthi ..
104	Govind Keshoo Sabde ..	40	Brahmin ..	Poona	Elphinstone College.	Maráthi ..
105	Pestonji Kavasji Sanjana ..	36	Parsi	Bombay.. ..	Elphinstone College.	Gujaráti ..
106	Narayan Krishna Golay ..	38	Brahmin ..	Poona	Poona College ..	Maráthi ..
107	Bhaskar Dhondeo Gokhle ..	37	Brahmin ..	Talekhajum (Ratnágiri).	Belgaum High School.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	B.A., 1874 ..	9 3 22	Sanskrit Teacher, Elphinstone High School.	120 0 0	
English and Latin.	B.A., 1869 ..	7 7 11	Second Assistant (G. S). Elphintone High School.	120 0 0	
English and Sanskrit.	F.E.A., 1869.	1 8 28	First Assistant, Navángar High School.	120 0 0	From Káthiáwár Educational Funds.
English and a little of Sanskrit.	None ..	25 9 23	Deputy Educational Inspector, Sholápur.	110 0 0	Rs. 10 paid from Akalkot State.
English and Sanskrit.	Matriculated 1862.	16 6 26	Head Master, 1st Grade Anglo-Vernacular School, Kalyán.	110 0 0	
English and a little of Sanskrit.	Matriculated 1866.	12 3 17	Acting Second Assistant Master, N. J. High School, Karáchi.	110 0 0	
English and a little of Sanskrit.	Matriculated 1868.	10 4 0	Acting First Assistant Master, Rájkumar College.	108 0 0	From Rájkumar College Fund.
English and Persian.	Matriculated 1866.	12 3 3	Acting Second Assistant Master, High School, Hyderabad.	106 0 0	Permanent Incumbent Mr. L. V. Paranjpe transferred to N. J. High School, Karáchi.
English, Hindustani, Arabic, Persian, and a little of Latin.	Matriculated 1867.	9 6 29	Acting Head Master, Normal School, Hyderabad.	106 0 0	
Latin	M.A., 1879..	0 9 13	Sub. *pro tem.* Third Assistant Master, Gujaráti Side, Elphinstone High School.	105 0 0	
English, Sanskrit and Urdu.	B.A., 1876 ..	4 4 20	Deputy Educational Inspector, Rewa Kántha and Panch Mahâls.	104 2 8	Rs. 54-2-8, from Rewa Kántha Educational Funds, and Rs. 25, from Báriya Tribute Fund.
English	None ..	26 11 5	Head Master, Branch School, Surat.	100 0 0	
English, Sanskrit and Sindi.	None ..	25 0 13	Head Master, 1st Grade Anglo-Vernacular School Phanaswady, Bombay.	100 0 0	
English, Kánarese and Sanskrit.	None ..	24 4 19	Head Master, 1st Grade Anglo-Vernacular School, Belgaum.	100 0 0	
English and Sanskrit.	None ..	23 3 11	Secretary and Reviser, Dakshina Prize Committee.	100 0 0	From Dakshina Fund.
English	Matriculated 1865.	17 1 1	Sub-Deputy Educational Inspector, Jhálávád Piánt, Káthiáwár.	100 0 0	From the Káthiáwár Educational Funds.
English and Sanskrit.	Matriculated	16 11 20	Head Master, 1st Grade Anglo-Vernacular School, Ahmednagar.	100 0 0	
English	Matriculated 1863.	16 2 15	Fourth Assistant Master, Gujaráti Side, Elphinstone High School.	100 0 0	
English	None ..	15 9 22	First Clerk and Accountant, Director of Public Instruction's office.	100 0 0	
English and Kánarese.	Matriculated 1867.	15 5 0	Sub. *pro tem.* First Assistant, Dhárwár High School.	100 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
108	Balwantrao Hari Laghate ..	38	Brahmin ..	Poona	Poona High School.	Maráthi ..
109	Shripat Vaijanath Bhatkande	37	Brahmin ..	Shirhatti (Sángli State)	Belgaum High School.	Maráthi ..
110	Ganpatram Anupram Tarvadi.	31	Brahmin ..	Amod	Surat High School.	Gujaráti ..
111	Waman Prabhakar Sarinjame.	36	Brahmin ..	Poona	Deccan College..	Maráthi ..
112	K. M. Raghavendrarao ..	37	Sarasvat Brahmin.	Mangalore ..	Mangalore School.	Konkani ..
113	Revashankar T. Dave ..	36	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
114	Bomanji Sorabji Sett... ..	40	Parsi	Bombay.. ..	Elphinstone High School and College.	Gujaráti ..
115	Krishnaji Narayen Patankar.	37	Brahmin ..	Karád	Poona College ..	Maráthi ..
116	Rão Sáheb Ramchandra Vinayak Bhanap.	32	Brahmin ..	Poona	Poona High School & Free General Assembly's College, Bombay.	Maráthi ..
117	Shrinivas Ramchandra Savadi.	34	Brahmin ..	Belgaum . ..	Belgaum High School.	Kánarese ..
118	Vasumal Jairamdas Mansukhani.	35	Hindu, Amil..	Hyderabad ..	Hyderabad High School.	Sindi ..
119	Manilál Gordhandas Ganderia.	31	Vania	Broach	Elphinstone College.	Gujaráti ..
120	Narhar Parshotam Tilak ..	34	Brahmin ..	Poona	Deccan College.	Maráthi ..
121	Atmaram V. Patkar.. ..	45	Goud Brahmin	Bombay.. ..	Deccan College	Maráthi .
122	Gajanand Vitoba Verde ..	60	Goud Brahmin	Bombay.. ..	Elphinstone College.	Maráthi ..
123	Sangappa Mallappa Ankle ..	30	Jain	Belgaum . ..	Belgaum High School.	Kánarese ..
124	Nowroji Rastomji Mama ..	30	Parsi	Bombay.. ..	Elphinstone High School.	Gujaráti ..
125	Mathuradas Amrutlal Vasuvada.	32	Brahmin ..	Junágad . ..	Elphinstone College.	Gujaráti ..
126	Chhabilaram Dowlatram Dixit.	30	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
127	Hiralal Narotamdas Dalal ..	33	Vania.. ..	Surat	Surat High School.	Gujaráti ..
128	Laxuman Shivram Kolatkar.	29	Brahmin ..	Poona .. .	Deccan College .	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	None ..	15 4 18	Clerk, Elphinstone College and Government Law School.	100 0 0	
English and Kánarese ..	Matriculated 1864.	15 3 18	Head Master, English School, Hubli.	100 0 0	
English ..	Matriculated 1865.	15 3 0	Sub-Deputy Educational Inspector, Hálár Pránt, Káthiáwár.	100 0 0	From the Káthiáwár Educational Funds.
English and Sanskrit.	Matriculated 1862.	14 6 0	Head Master, Anglo-Vernacular School, Sháhápur.	100 0 0	From Sángli State.
English and Kánarese.	Matriculated at Madras, 1868.	14 1 4	First Assistant, High School, Kárwár.	100 0 0	
English and a little of Latin.	F.E.A., 1865	13 4 14	Head Master, Branch School, No. 1, Ahmedabad.	100 0 0	
English and a little of Maráthi.	Matriculated 1861.	13 4 5	Head Master, 1st Grade Anglo-Vernacular School, Camp Poona.	100 0 0	
English ..	Matriculated 1863.	13 5 5	Assistant Master, Rájárám High School.	100 0 0	On leave.
English, Kánarese, Latin, and a little of Sanskrit.	Matriculated 1865.	12 9 0	Deputy Educational Inspector, Kánara.	100 0 0	
English and Maráthi.	Matriculated 1866.	12 8 0	Vice-Principal, Training College, Dhárwár.	100 0 0	
English, Persian and Hindustani.	Matriculated 1867.	12 7 29	Head Master, Anglo-Vernacular School, Sukkur.	100 0 0	
English and Latin.	F.E.A., 1866.	12 7 18	Head Master, Anglo-Vernacular School, Bulsár.	100 0 0	
English and Sanskrit.	F.E.A., 1867.	12 1 12	First Assistant Master, Násik High School.	100 0 0	
English and Gujaráti	None ..	11 10 6	Assistant Reporter on the Native Press and Registrar of Native Publications.	100 0 0	
English ..	None ..	11 7 12	English Accountant, Curator, Government Central Book Depôt.	100 0 0	
English and Maráthi.	Matriculated 1869.	10 9 0	Head Master, English School, Kumta.	100 0 0	
English, Maráthi and Hindustani, colloquial.	None ..	10 8 2	First Assistant Master, Aden English School.	100 0 0	
English and Sanskrit.	Matriculated 1868.	9 9 0	First Assistant Master, High School, Junágad.	100 0 0	From Káthiáwár Educational Funds. On one year's leave without pay.
English and Sanskrit.	F.E.A., 1868.	9 5 0	First Assistant Master, Broach High School.	100 0 0	
English and Latin.	B.A., 1873..	9 5 0	Second Assistant Master, Surat High School.	100 0 0	
English and Sanskrit.	B.A., 1871..	9 4 26	First Assistant Master, Rájárám High School, Kolhápur.	100 0 0	From Kolhápur State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
129	Dalpatram Vitaldas Dalal	30	Vania	Surat	Elphinstone College.	Gujaráti
130	Valabharam Vajeram Maheta.	30	Brahmin	Surat	Surat High School and Elphinstone College.	Gujaráti
131	Gopal Anant Bhat	20	Brahmin	Poona	Deccan College	Maráthi
132	Hari Krishna L. Dave	31	Brahmin	Surat	Elphinstone College.	Gujaráti
133	Sitaram Balwant Sule	28	Parbhu	Ratnágiri	Elphinstone College.	Maráthi
134	Asharam Dalichand Shaha	38	Vania	Ahmedabad	Rajkot English School.	Gujaráti
135	Kashinath Narayen Sane	29	Bráhmin	Dáhanu	Deccan College	Maráthi
136	Ganesh Janardhan Agashe	28	Brahmin	Alandi	Deccan College	Maráthi
137	Vaman Gopal Indapurkar	27	Brahmin	Indápur	Deccan College	Maráthi
138	Narayan Ragunath	42	Parbhu	Bombay	Elphinstone College.	Maráthi
139	Barjorji A. Enti	26	Parsi	Surat	Elphinstone College.	Gujaráti
140	Gopal Vyankatesh Panendikar.	30	Brahmin	Goa	Elphinstone College.	Maráthi
141	Kashinath Bapu Pathak	29	Brahmin	Hubli	Elphinstone and Deccan Colleges.	Kánarese
142	C. W. Dudley	26	Christian	Ellichpur	Civil Engineering College.	English
143	Miss Piroj Sorabji	22	Native Christian.	Násik	In India, and 2 years in Wantage Training School.	Gujaráti
144	Miss Mary Sorabji	20	Native Christian.	Násik	In India and 2 years in Wantage Training School.	Gujaráti
145	Krishnashankar Hirashankar Pandya.	25	Brahmin	Nadiád	Elphinstone College.	Gujaráti
146	Trimbak Gangadhar Natu	28	Brahmin	Sátára	Elphinstone College.	Maráthi
147	Vithalji Keshowji Dave	22	Brahmin	Baroda	Elphinstone College.	Gujaráti
148	Karamali Rahim Nanjiani	26	Khoja	Bombay	Elphinstone College.	Katchi
149	Fardunji Mancherji Dastur	24	Parsi	Surat	Elphinstone College.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	F.E.A., 1869.	9 4 20	First Assistant Master, Nadiád High School.	100 0 0	
English and Latin.	None ..	9 4 16	Assistant Deputy Educational Inspector, Southern Surat Sub-division.	100 0 0	On leave.
English and Sanskrit.	B.A., 1870..	9 4 0	First Assistant Master, High School, Sholápur.	100 0 0	
English, Sanskrit and a little of Maráthi.	Matriculated 1867.	9 2 10	Acting Munshi, Rájkumár College, Rájkot.	100 0 0	From Rájkumár College Fund.
English and Sanskrit.	F.E.A., 1871.	8 8 4	Acting First Assistant Master, Ratnágiri High School.	100 0 0	
English ..	None ..	8 3 0	Head Master, Anglo-Vernacular School, Morvi.	100 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	B.A., 1872..	7 1 23	Second Assistant Master, Poona High School.	100 0 0	
English and Sanskrit.	B.A., 1876 ..	6 9 26	First Assistant Master High School, Ahmednagar.	100 0 0	
English, Kánarese and Persian.	B.A., 1874..	5 2 19	Head Master, 1st Grade Anglo-Vernacular School, Miraj.	100 0 0	From Miraj State.
Gujaráti, Hindustani (colloquial).	None ..	4 6 0	Head Clerk and Librarian, Grant Medical College.	100 0 0	
English and Persian.	B.A. ..	3 7 8	First Assistant Master, Bhávnagar High School.	100 0 0	From Káthiáwár Educational Funds.
Latin, English and Gujaráti.	F.E.A. ..	2 11 18	Head Master, Sávantvádi 1st Grade Anglo-Vernacular School.	100 0 0	From Sávantvádi State.
English, Sanskrit and Maráthi.	B.A., 1877 ..	2 7 12	Sub. *pro tem.* First Assistant Master, Maráthi Side, Belgaum High School.	100 0 0	
Maráthi ..	L.C.E. ..	1 11 0	Head Vernacular Teacher, College of Science, Poona.	100 0 0	
English, French, and a little of Sanskrit and Maráthi.	None ..	1 7 0	First Assistant, Female Training College, Ahmedabad.	100 0 0	
English, French, and a little of Sanskrit and Maráthi.	None ..	1 7 0	Second Assistant, Female Training College, Ahmedabad.	100 0 0	
English and Sanskrit.	B.A., 1878..	1 3 27	Sub. *pro tem.* First Assistant, Junágad High School.	100 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	B.A., 1878..	1 3 0	Sub. *pro tem.* Assistant Master, Kolhápur High School.	100 0 0	From Kolhápur State.
English and Sanskrit.	B.A., 1878..	0 11 0	Head Master, Alfred High School, Bhuj.	100 0 0	From Cutch State.
English Gujaráti and Persian.	B.A., 1879..	0 1 8	First Assistant, Alfred High School, Bhuj.	100 0 0	From Cutch State.
English and Persian.	M.A., 1877..	0 0 15	Acting 2nd Assistant and permanent 3rd Assistant Master, Maráthi Side, Elphinstone High School.	100 0 0	

CLASS III.—Rs. 75

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
150	Balnarayan Gowrinarayan Dixit.	39	Brahmin	Surat	Elphinstone College.	Gujaráti
151	Keshav Vinayek Dhairyawan	38	Parbhu	Bombay	Elphinstone College.	Maráthi
152	Rastamji Ardasar Daruvala	33	Parsi	Bombay	Elphinstone College.	Gujaráti
153	Bhimacharya Zalakikar	44	Brahmin	Zalaki, in Carnatic.	Nargund and Poona Schools.	Kánarese
154	Maganbhai Kasturchand Vimavala.	32	Vania	Surat	Elphinstone College.	Gujaráti
155	Jagjiwandas Bhawanishankar Kapadia.	31	Kshatria	Surat	Elphinstone College.	Gujaráti
156	Udharam Bhojraj Bhackhru.	32	Hindu	Rohri	Sukkur Anglo-Vernacular School.	Sindi
157	Sadashiva Balkrishna Bhate.	30	Brahmin	Boregal	Elphinstone College.	Maráthi
158	Kandandas Amulrai Asarpota.	32	Hindu, Amil	Khairpur.	Karáchi Mission School.	Sindi
159	Motilal Mohonlal Javeri	29	Vania	Broach	Elphinstone College.	Gujaráti
160	Jamsetji Byramji Kanga	28	Parsi	Bombay	Elphinstone College.	Gujaráti
161	Mansukram Narsidas Parekh.	49	Vania	Nadiád	Elphinstone College.	Gujaráti
162	Bolakidas Jawehkardas	45	Hindu	Ahmedabad	Ahmedabad High School.	Gujaráti
163	Fakirbhai Tuljaram Master	44	Vania	Surat	Surat High School.	Gujaráti
164	Shantaram Mangesh Dhume.	46	Goud Brahmin	Bombay	Elphinstone High School.	Maráthi
165	Shaik Hayat	35	Mahomedan	Poona	Free General Assembly's Institution, Bombay.	Hindustani.
166	Mirza Ismael	37	Mahomedan	Shiraz	Shiraz College, Persia.	Persian
167	Krishnarao MahadeoSamarth	30	Kayasta	Medha	Elphinstone College.	Maráthi
168	Gulabbhai Gopalji Naik	33	Brahmin	Jalálpur	Elphinstone College.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
and below Rs. 100.		Y. m. d.		Rs. a. p.	
English	Matriculated 1862.	16 10 25	Head Master, Branch School No. 2, Ahmedabad.	90 0 0	
English and Latin	F.E.A., 1864	13 9 28	Fourth Assistant Master, (Maráthi Side), Elphinstone High School.	90 0 0	
English	Matriculated 1864.	13 9 0	Fifth Assistant Master, Gujaráti Side, Elphinstone High School.	90 0 0	
Sanskrit, Maráthí, and Gujaráti	None ..	12 8 10	Sanskrit Teacher, Elphinstone College, Bombay.	90 0 0	
English and Latin.	F.E.A., 1868	10 1 26	Third Assistant Master, Ahmedabad High School.	90 0 0	
English and Sanskrit.	F.E.A., 1870	9 5 0	Third Assistant Master, Surat High School.	90 0 0	
English, Persian, Urdu and a little of Maráthi.	None ..	16 4 0	Head Master, Anglo-Vernacular School, Lárkhána.	85 0 0	
English, Kánarese, and Sanskrit.	F.E.A., 1873	11 9 25	Second Assistant Master, 1st Grade High School, Kárwár.	85 0 0	On one year's leave without pay.
English, Persian, and Urdu.	Matriculated 1869.	7 9 29	Head Master, Anglo-Vernacular School, Tatta.	85 0 0	
English and Sanskrit.	Matriculated	7 9 29	Second Assistant Master, Bhávnagar High School.	85 0 0	From Káthiáwár Educational Funds.
English and Latin.	B. A., 1873..	2 7 20	Sixth Assistant Master, Gujaráti Side, Elphinstone High School.	85 0 0	
English	None ..	28 1 3	Sub. *pro tem.* Head Master, 1st Grade Anglo-Vernacular School, Kaira.	80 0 0	
English and Sindi.	None ..	25 6 10	Head Master, Anglo-Vernacular School, Umarkot.	80 0 0	
English	None ..	24 0 10	Head Master, Parsi Panchayet English School, Surat.	80 0 0	From Parsi Panchayet Fund: on leave without pay.
English and Hindustani.	None .	22 9 0	Fifth Assistant Master, (Maráthi Side), Elphinstone High School.	80 0 0	
English, Maráthi, and Persian.	Matriculated 1868.	12 2 0	Second Assistant Master, Dhulia High School.	80 0 0	
English, Arabic, and Hindustani.	None ..	9 2 0	Persian Teacher, Elphinstone High School.	80 0 0	
English and Sanskrit.	Matriculated 1868.	9 7 24	Acting Third Assistant Master, N. J. High School, Karáchi.	80 0 0	
English, Sanskrit and a little of Maráthi.	Matriculated 1868.	9 5 0	Sub. *pro tem.* Head Master Sir J. J. School, Surat.	80 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
169	Bhanushankar Naranshankar Dave.	33	Brahmin	Surat	Elphinstone College and Surat High School.	Gujaráti
170	Dulabhji D. Ved	30	Bhatia	Tankára (Rájkot).	Elphinstone College.	Gujaráti
171	Nashirvanji Jamsetji Ratnagar.	31	Parsi	Gaudevi	Elphinstone College.	Gujaráti
172	Ganesh Gopal Pandit	29	Brahmin	Kolhápur	Elphinstone College.	Maráthi
173	Anaji Ramchandra Atre	28	Brahmin	Mádha	Deccan College	Maráti
174	Balkrishna Narbheram Purani.	25	Brahmin	Broach	Elphinstone College.	Gujaráti
175	Hari Ganesh Godbole	26	Brahmin	Wái	Deccan College	Maráthi
176	Kamalashankar Pranshankar Tarvadi.	22	Brahmin	Surat	Elphinstone College.	Gujaráti
177	Hoshangaji Barjorji Vania	24	Parsi	Surat	Elphinstone College.	Gujaráti
178	Murljmal Valiram Kirpalani.	33	Hindu, Amil.	Hyderabad, Sind	Hyderabad High School.	Sindi
179	Alahbaksh Mahomedshah Moulvi.	47	Mahomedan	Kabul	Arabian Shiraz	Hindustani
180	Ramji Hari Agashe	52	Marátha	Chiplún	Ratnágiri School	Maráthi
181	Vithal Waman Godbole	42	Brahmin	Kelemajgaon	Poona Training College.	Maráthi
182	Narayan Damodhar Yogi	44	Brahmin	Mahád	Deccan College	Maráthi
183	Hariwalabh Mulji Vijaya	41	Vania	Nadiád	Ahmedabad Training College.	Gujaráti
184	Appaji Baburao Divekar	43	Goud Brahmin	Dhárwár	Dr. Wilson's College.	Maráthi
185	Chintamon Shastri Thatte	60	Brahmin	Wái	Poona Sanskrit College.	Maráthi
186	Ratanlal T. Devetia	35	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
187	Nilkant Moreshwar Sathe	40	Brahmin	Poona	Poona High School.	Maráthi
188	Govind Tatia Dixit	38	Brahmin	Poona	Poona Mission School.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Y. m d.		Rs. a. p.	
English and Sanskrit.	F.E.A.,1865.	9 4 18	Fourth Assistant Master, Surat High School.	80 0 0	
English and Sanskrit.	F.E.A.,1870.	8 9 10	Second Assistant Master, Káthiáwár High School, Rájkot.	80 0 0	From Káthiáwár Educational Fund. His services have been lent to the Gondal State.
English and Latin.	F.E.A.,1868.	7 10 24	Seventh Assistant Master, Gujaráti Side, Elphinstone High School.	80 0 0	
English and a little of Sanskrit.	B.A., 1870..	5 10 11	Fourth Assistant Master, Poona High School.	80 0 0	On leave without pay.
English and Sanskrit.	B.A., 1875..	3 11 21	Sub. *pro tem.* Fourth Assistant Master, Poona High School.	80 0 0	
English and Sanskrit.	F.E.A.,1877.	2 2 17	Second Assistant, Navánagar, High School.	80 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	B.A., 1876..	1 4 10	Acting Second Assistant Master, Ratnágiri High School.	80 0 0	
English and Sanskrit.	B.A., 1878..	1 3 18	Fourth Assistant Master, Ahmedabad High School.	80 0 0	
English and Persian.	B.A., 1878..	1 2 16	Sub. *pro tem.* Second Assistant, Káthiáwár High School.	80 0 0	From Káthiáwár Educational Funds.
English and Persian.	None ..	16 4 0	Acting Third Assistant Master, High School, Hyderabad.	76 0 0	PermanentFourth Assistant.
English, Persian, Arabic, Sindi, Bushta, Brohi, and Beluchi.	None ..	6 9 23	Acting Persian Teacher, Hyderabad High School.	76 0 0	Permanent incumbent Mr. Gulamreza Fredum Mirza.
None	None ..	32 6 3	Assistant Deputy Educational Inspector, Nagar and Násik.	75 0 0	
English and a little of Sanskrit.	None ..	21 5 28	Assistant Deputy Inspector, Thána Sub-division.	75 0 0	
English	None ..	21 4 15	Head Clerk, Educational Inspector, Central Divison.	75 0 0	
English and a little of Sanskrit and Maráthi.	None ..	21 4 0	Assistant Deputy Educational Inspector, Kaira and Broach.	75 0 0	
English and Kánarese.	None ..	20 6 0	Assistant Deputy Inspector, Belgaum and Kaládgi.	75 0 0	
Sanskrit. ..	None ..	19 3 4	First Assistant Sanskrit Teacher, Deccan College.	75 0 0	
English and a little of Sanskrit.	Matriculated 1865.	17 0 14	First Assistant Master, Training College, Ahmedabad.	75 0 0	
English and Sanskrit.	None ..	17 6 0	Assistant Deputy Educational Inspector, Poona Sub-division.	75 0 0	
English	Matriculated 1868.	16 10 28	Head Master, 1st Grade Anglo-Vernacular School, Bársi.	75 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place	Where educated.	Vernacular.
1	2	3	4	5	6	7
189	Ratanlal Mulakchand Goghari	38	Vania	Gogha	Bhávnagar English School.	Gujaráti ..
190	Dattu Narsing Joshi	40	Brahmin ..	Jánáshi (Ratnágiri.)	Free Church Institution, Bombay.	Maráthi ..
191	Anant Vinayak Sohoni ..	38	Brahmin ..	Junnar (Poona).	Poona Mission School.	Maráthi ..
192	Rowji Moreshwar Deokule ..	36	Brahmin ..	Wai (Sátára) ..	Poona High School.	Maráthi ..
193	Trimback Gangadhar Khandilkar.	36	Brahmin ..	Poona	Deccan College .	Maráthi ..
194	Ganesh Govind Dhekne ..	32	Brahmin ..	Poona	Poona College ..	Maráthi ..
195	Krishnaji Parashram Gadgil.	31	Brahmin ..	Wái	Deccan College .	Maráthi ..
196	Fardunji Bezanji Karani ..	34	Parsi	Bombay	Elphinstone High School.	Gujaráti ..
197	Waman Khanderao Vaidya .	31	Parbhu ..	Alibág	Elphinstone College.	Maráthi ..
198	Kavasji Edulji Desai	31	Parsi	Navsári	Navsári Madresha.	Gujaráti ..
199	Ramchandra Janardan Vaidya.	29	Brahmin ..	Ambere (Ratnágiri).	Elphinstone College.	Maráthi ..
200	Rajaram Shastri Bodas ..	34	Brahmin ..	Benares .. :	Benares School ..	Maráthi ..
201	Jamsetji Fardunji Madan ..	30	Parsi	Bombay	Elphinstone College.	Gujaráti ..
202	Yadneshwar Chimnaji Shastri.	59	Brahmin ..	Surat	Baroda	Maráthi ..
203	Miss. Vithabai Sakharam Chodhari.	29	Brahmin ..	Poona	Female Training School, Bombay.	Maráthi ..
204	Framji Rastamji Billimoria .	30	Parsi	Billimoria ..	J. J. Institution, Bombay.	Gujaráti ..
205	Ganesh Venkatesh Joshi ..	29	Brahmin ..	Miraj	Elphinstone College.	Maráthi ..
206	Maihar Bhikaji Balsari ..	27	Brahmin ..	Pen	Elphinstone College.	Maráthi ..
207	Rastamji Dhanjibhai Patel ..	28	Parsi	Surat	Elphinstone College.	Gujaráti ..
208	Ranchodlal Lallubhai Khambatia.	25	Vania	Surat .. .	Elphinstone College.	Gujaráti ..
209	Kanthadji Kalianji Desai ..	23	Brahmin ..	Katárgám ..	Elphinstone College.	Gujaráti ..
210	Shivram Sitaram Wagle ..	24	Goud Brahmin	Ratnágiri ..	St. Xavier's College, Bombay.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English .. .	None ..	16 4 7	Assistant Deputy Educational Inspector, Ahmedabad and Kaira Sub-division.	75 0 0	
English	Matriculated 1864.	14 9 27	Sixth Assistant Master (Maráthi Side), Elphinstone High School.	75 0 0	
English	Matriculated 1864.	14 9 26	Head Master, 1st Grade Anglo-Vernacular School, Pandharpur.	75 0 0	
English	Matriculated 1866.	13 10 0	First Assistant Master, Poona Training College.	75 0 0	
English and Sanskrit.	Matriculated 1864.	12 6 0	Head Master, Jamkhandi English School.	75 0 0	From Jamkhandi State.
English and a little of Sanskrit.	Matriculated 1863.	12 3 15	Second Assistant Master, High School, Ahmednagar.	75 0 0	
English and Latin.	F.E.A., 1870.	12 3 12	Fifth Assistant Master, Poona High School.	75 0 0	On leave without pay.
English	Matriculated 1867.	12 1 8	Eighth Assistant Master, Gujaráti Side, Elphinstone High School.	75 0 0	
English, Latin, and Hindustáni.	Matriculated 1867.	10 9 7	Assistant Deputy Inspector, Khándesh Sub-division.	75 0 0	
A little of English.	None ..	10 4 26	Gymnastic Teacher, Rs. 50; for performing the duties of Second Assistant, Rs. 15; Librarian, Rájkumár College, Rs. 10.	75 0 0	From the Rájkumár College Fund.
English, Sanskrit, and Kánarese.	F.E.A., 1870.	9 1 5	English and Sanskrit Teacher, Belgaum High School.	75 0 0	
Sanskrit.. ..	None ..	8 9 20	Sanskrit Teacher, Elphinstone College, Bombay.	75 0 0	
English and Latin.	F.E.A., 1868.	8 2 20	Head Master, Chandanwadi 1st Grade Anglo-Vernacular School, Bombay.	75 0 0	
Sanskrit, Gujaráti, and Hindustani.	None ..	7 10 0	Supervisor of Sanskrit Schools, Baroda.	75 0 0	From Baroda State.
English and a little of Sanskrit.	2 years' Certificate.	7 8 16	Head Mistress, Girls' School, Bhávnagar.	75 0 0	From Káthiáwár Educational Funds.
English and Latin.	F.E.A., 1870.	6 7 27	Acting 8th, Permanent, Ninth Assistant Master (G.S.), Elphinstone High School.	75 0 0	
English and Sanskrit.	B.A., 1871 ..	6 6 29	Second Assistant Master, High School, Násik.	75 0 0	
English and Sanskrit.	F.E.A., 1873.	5 1 11	Second Assistant, High School, Junágad.	75 0 0	From Káthiáwár Educational Funds.
English and Persian.	F.E.A., 1873.	4 3 0	Second Assistant Master, Nadiád High School.	75 0 0	
English and Sanskrit.	F.E.A., 1875.	3 10 13	Fifth Assistant Master, Ahmedabad High School.	75 0 0	
English and Sanskrit.	B.A., 1879..	2 8 28	Sub. *pro tem.* Fifth Assistant, High School, Surat.	75 0 0	
English, Latin, French, Gujaráti, and Hindustani.	B.A., 1875..	2 5 26	Sub. *pro tem.* Deputy Educational Inspector, Maráthi Schools, Bombay.	75 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
211	Hargovind Harinarayan Vyas.	23	Brahmin	Bárdoli	Elphinstone College.	Gujaráti
212	Moro Waman Kirtane	27	Brahmin	Poona	Deccan College	Maráthi
213	Kaikasru Kuvarji Kapadia	25	Parsi	Surat	Elphinstone College.	Gujaráti
214	Samaldas Chagunlal Meheta	23	Brahmin	Gaondevi	Elphinstone College	Gujaráti
215	Balaji Abaji Bhagvat	23	Brahmin	Pandharpur	Deccan College	Maráthi

CLASS IV.—Rs. 50

216	Raghunath V. Sabnis	24	Parbhu	Kolhápur	Elphinstone College.	Maráthi
217	Vinayak Daji Behere	40	Brahmin	Poona	Poona College	Maráthi
218	Gurundenamal Lalsing Khadolodi.	36	Hindu	Sehwan	Normal School, Hyderabad.	Sindi
219	Gopal Rowji Mulay	41	Kasar	Ahmedabad	Poona College	Maráthi
220	Ramchandra Bhicaji Gunjikar.	37	Goud Brahmin	Belgaum	Elphinstone College.	Maráthi
221	Keshevo Shridhar Rege	35	Goud Brahmin	Gavakhadi	Elphinstone College.	Maráthi
222	Motinarayan Gaurinarayan Tarvadi.	32	Brahmin	Surat	Surat High School and Elphinstone College.	Gujaráti
223	Chelashankar Nathuram Joshipora.	30	Brahmin	Gondal	Rájkot High School.	Gujaráti
224	Harirai Laxumanrai Majmundar.	31	Brahmin	Pátan	Elphinstone College.	Gujaráti
225	Framji Rustomji Billimoria	31	Parsi	Billimoria	Sir J. J. Institution, Bombay.	Gujaráti
226	Nandkrishnalal Ratanlal Majmundar.	24	Brahmin	Surat	Elphinstone College.	Gujaráti
227	Ganavatram Madhavram Meheta.	27	Brahmin	Surat	Elphinstone College.	Gujaráti
228	Anant Appaji Ranavekar	30	Brahmin	Sátára	Deccan College	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	F.E.A., 1877.	2 4 28	Sub. *pro tem* Third Assistant Master, Káthiáwár High School.	75 0 0	From Káthiáwár Educational Funds.
English and Latin.	B.A., 1877..	2 4 22	Fifth Assistant Master, High School, Poona.	75 0 0	
English and Latin.	M.A. ..	1 6 21	Sub. *pro tem.* Second Assistant, Broach High School.	75 0 0	
English and a little of Sanskrit.	F.E.A. ..	1 0 20	Sub. *pro tem.* Head Master, Anglo-Vernacular School, Morvi.	75 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	B.A., 1879..	0 1 14	Sub. *pro tem.* First Assistant Master, Kalyán English School.	75 0 0	

and below Rs. 75.

English and Sanskrit.	B.A., 1878..	2 9 0	Acting First Assistant Master, Dhulia High School.	74 0 0	
English and Kánarese.	None ..	15 2 0	Head Clerk, Educational Inspector, Southern Division.	72 0 0	
English and Persian.	None ..	18 10 0	Head Master, Vernacular School, Shikárpur.	70 0 0	
English and Gujaráti.	None ..	15 1 1	Second Clerk, Director of Public Instruction's office.	70 0 0	Served also in Judge's office, Poona, for 2-6-0
English, Sanskrit and Kánarese.	Matriculated 1864.	13 8 24	Seventh Assistant Master, (Maráthi Side), Elphinstone High School.	70 0 0	
English and Sanskrit.	Matriculated 1865.	12 4 21	Third Assistant Master, Ratnágiri High School.	70 0 0	
English and Latin.	Matriculated 1864.	11 1 27	Head Master, 1st Grade Anglo-Vernacular School, Viramgám.	70 0 0	
English	Matriculated 1868.	10 6 0	Head Master, English School, Gondal.	70 0 0	From Káthiáwár Educational Funds. On one year's leave without pay.
English	Matriculated 1869.	10 0 28	Sub. *pro tem.* Head Master, Anglo-Vernacular School, Gondal.	70 0 0	From Káthiáwár Educational Funds.
English and Latin.	F.E.A., 1870	7 7 27	Ninth Assistant Master, (Gujaráti Side), Elphinstone High School.	70 0 0	
English and Sanskrit.	B.A., 1880..	5 3 12	Probationary Sixth Assistant Master, Surat High School.	70 0 0	
English and Sanskrit.	Matriculated 1869.	5 1 6	Third Assistant Master, High School, Junágad.	70 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	F.E.A., 1874.	3 11 4	Head Master, English School, Sángli.	70 0 0	From Sángli State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
229	Pralhad Narayen Jog	27	Brahmin	Ratnágiri	Elphinstone College.	Maráthi
230	Baji Narayan Nabar	29	Goud Brahmin.	Bandivde	Elphinstone College.	Maráthi
231	Maniklal J. Surati	34	Vania	Broach	Broach and Ahmedabad High Schools.	Gujaráti
232	Balchand Tarachand Chandiramani.	30	Amil	Hyderabad	Mission School, Hyderabad.	Sindi
233	Ramkrishna Chimnaji Bapat	38	Brahmin	Anjarla (Ratnágiri).	Deccan College	Maráthi
234	Dattatraya Bagwant Deshpande.	34	Brahmin	Dhulia (Khándesh).	Dhulia High School.	Maráthi
235	Vishwanath Dondeo Deodhar.	41	Brahmin	Ratnágiri	Poona High School.	Maráthi
236	Ganpatrao Mahadevrao Dhairyawan.	33	Parbhu	Bombay	Elphinstone and Grant Medical Colleges.	Maráthi
237	Damodhar Balkrishna Dhulekar.	32	Brahmin	Kukarvand	Deccan College	Maráthi
238	Shrinivas Kanker Roda	30	Brahmin	Dhárwár	Deccan College	Kánarese
239	Manickji Dadabhai Arjani	29	Parsi	Navsári	Elphinstone College.	Gujaráti
240	Babaji Y. Kerur	25	Brahmin	Kaládgi	Deccan College	Kánarese
241	Nowrozji Palanji Desai	28	Parsi	Bombay	Elphinstone College.	Gujaráti
242	Mansukram P. Patel	24	Brahmin	Mola	Elphinstone College.	Gujaráti
243	Bhaskar Yeshwant Jatar	22	Brahmin	Dhárwár	Deccan College	Maráthi
244	Ayelmal Kandanmal	39	Hindu	Hyderabad	Hyderabad Normal School.	Sindi
245	Ramchandra Narayen Bhave.	49	Brahmin	Khed	Poona Normal School.	Maráthi
246	Tripurashankar Manishankar Dave.	58	Brahmin	Surat	Surat High School.	Gujaráti
247	Valabhadas Gopalji Saharia.	42	Vania	Nadiád	Nadiád English School.	Gujaráti
248	Narayan Chintamon Athavale.	53	Brahmin	Guhágar	Guhágar Vernacular School.	Maráthi
249	Gavarishankar Dayaram Dave.	43	Brahmin	Kaira	Kaira Vernacular School.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	B.A., 1873..	2 7 6	Second Assistant Master, High School, Sátára.	70 0 0	
English and Sanskrit.	B.A., 1873..	2 4 6	Sub. *pro tem.* 6th Assistant Master, Poona High School.	70 0 0	
English	Matriculated 1864.	15 6 0	Acting Assistant Master, and Accountant, Rajkumar College, Rájkot.	67 0 0	From Rajkumar College Fund.
English, Persian and Hindustani.	Matriculated 1868.	11 9 0	Head Master, Anglo-Vernacular School, Kotrí.	66 0 0	
English	Matriculated 1864.	15 7 12	Seventh Assistant Master, Poona High School.	65 0 0	
English and a little of Sanskrit.	Matriculated 1865.	15 7 9	Third Assistant Master, High School, Dhulia.	65 0 0	
English	None ..	15 2 1	Third Clerk, Director of Public Instruction's office.	65 0 0	Served also in Conservator of Forest's office 1-8-0, and in Collector's office, Poona, 2-7-29.
English and Gujaráti.	Matriculated 1865.	12 0 17	Eighth Assistant Master, (Maráthi Side) Elphinstone High School.	65 0 0	
English and Sanskrit.	F.E.A., 1869.	8 3 13	Second Assistant Master, Rajaram High School, Kolhápur.	65 0 0	From Kolhápur State.
English, Sanskrit Maráthi, Telegu, and a little of Hindustani.	Matriculated 1870.	8 2 5	Assistant Deputy Educational Inspector, Dhárwár.	65 0 0	
English and Persian.	F.E.A., 1873.	6 10 27	Eleventh Assistant Master, (Gujaráti Side), Elphinstone High School.	65 0	
English, Sanskrit and Maráthi.	F.E.A., 1875.	4 2 2	Third Assistant Master, Dhárwár High School.	65 0 0	
English and Latin.	B.A., 1874..	3 4 21	Tenth Assistant Master, (Gujaráti Side), Elphinstone High School.	65 0 0	
English, Sanskrit and a little of Maráthi.	Matriculated 1873.	3 3 4	Extra Teacher, Rajkumar College, Rájkot.	65 0 0	From Rajkumar College Fund.
English Sanskrit and Kánarese.	B.A., 1878..	0 4 26	Sub. *pro tem.* Second Assistant, Dhárwár High School.	65 0 0	
English, Persian and Hindustani.	None ..	17 4 16	Head Master, Vernacular School, Karáchi.	64 0 0	
English	None ..	24 5 12	Deputy Educational Inspector, Phaltan State.	61 4 3	From Phaltan State.
A little of English.	None ..	37 4 0	Head Master, Vernacular School No. 1, Surat.	60 0 0	From Local Funds.
A little of Sanskrit.	None ..	26 2 14	Head Master, Vernacular School, Bhávnagar.	60 0 0	From Káthiáwár Educational Funds.
None	None ..	25 6 0	Head Master, Training School, Kolhápur.	60 0 0	From Kolhápur State.
A little of English.	None ..	25 5 17	Head Clerk, Educational Inspector, N. D.	60 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
250	Gulabdas Dayaram Meheta ..	45	Vania	Surat	Surat School and Training College.	Gujaráti ..
251	Fatechand Mahomed Abdula Kazi.	50	Mahomedan ..	Old Hála ..	Normal School, Karáchi.	Sindi ..
252	Hargovind Mayaram Sukal .	40	Brahmin ..	Umreth	Ahmedabad Training College.	Gujaráti ..
253	Ishvarlal Vrandavandas Shaha.	30	Vania	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
254	Balaji Hari Datar	41	Brahmin ..	Poona	Poona Mission School.	Maráthi ..
255	Chaturbhuj Shewji Meheta ..	37	Brahmin ...	Bhuj	English School, Bhuj.	Gujaráti ..
256	Moro Baji Namjoshi	48	Brahmin ..	Islámpur ..	Free Church Mission School, Sátára.	Maráthi ..
257	Devaram Karasanji Vora ..	42	Brahmin ..	Morvi	Rájkot Normal School.	Gujaráti ..
258	Atmashankar Tripurashankar Dave.	34	Brahmin ..	Surat	Surat High School.	Gujaráti ..
259	Harjivandas Valiram Guna.	39	Kashtri ..	Bombay	Elphinstone College.	Sindi ..
260	Edalji Manackji Vatcha .	37	Parsi	Bombay	Elphinstone High School.	Gujaráti ..
261	Krishnaji Keshao Sathe ..	35	Brahmin ..	Poona	Deccan College.	Maráthi ..
262	Janardan Mahadeo Petere ..	33	Brahmin ..	Sonawaday ..	Ratnágiri ..	Maráthi ..
263	Gopal Govind Karandikar ..	34	Brahmin ..	Gaven	Ratnágiri High School.	Maráthi ..
264	Shankar Ramchandra Bhagavat.	36	Brahmin ..	Wái	Deccan College.	Maráthi ..
265	Balaji Khanderow Joshi ..	34	Brahmin ..	Poona	Poona High School.	Maráthi ..
266	Ramchandra Venkatesh Barud.	44	Goud Brahmin.	Nándgad (Belgaum).	Elphinstone College.	Maráthi ..
267	Balbhim Sakharam Tambulkar.	41	Brahmin ..	Tárápur (Sholápur).	Poona School ..	Maráthi ..
268	Dayalji Morarji Desai ..	33	Brahmin ..	Sarbhon	Surat High School.	Gujaráti ..
269	Harilal Naranaji Acharya ..	31	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
270	Narayan Govind Karandikar.	34	Brahmin ..	Karandi ..	Deccan College.	Maráthi ..
271	Jahanjimal Thauverdas Vasvani.	34	Amil	Hyderabad (Sind)	Hyderabad Mission School.	Sindi ..
272	Manackji Mancharji Choksi.	28	Parsi	Bombay	Elphinstone College.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d		Rs. a. p.	
English	None ..	24 6 2	Head Master, Vernacular School, Anklesvar	60 0 0	From Local Funds.
Arabic, Pesian, and Urdu.	None ..	24 3 0	First Assistant Master, Normal School, Hyderabad.	60 0 0	
A little of English and Sanskrit.	Trained according to old system.	21 8 26	Head Master, Vernacular School No. 1, Broach.	60 0 0	From Local Funds
English and a little of Urdu.	Matriculated 1865.	20 10 0	Sub. *pro tem.* Head Master, Anglo-Vernacular School, Camp Deesa.	60 0 0	
English	None ..	20 2 18	Eighth Assistant Master, Poona High School.	60 0 0	
English	None ..	19 0 0	Head Master, Anglo-Vernacular School, Mándvi.	60 0 0	From Cutch State.
English and a little of Sanskrit.	None ...	18 3 0	Head Clerk, Educational Inspector, North-East Division.	60 0 0	
None	None ..	16 10 20	Head Master, Vernacular School, Navánagar.	60 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1864.	16 8 16	Seventh Assistant Master, Surat High School.	60 0 0	
English and Gujaráti.	Matriculated 1864.	16 1 0	Acting Fourth Assistant Master, High School, Hyderabad.	60 0 0	Permanent Fifth Assistant.
English	None ..	15 8 0	First Assistant Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	60 0 0	
English and Sanskrit.	Matriculated 1864.	13 3 13	Third Assistant Master, High School, Sátára.	60 0 0	
English and Sanskrit.	Matriculated 1866.	13 0 0	Tutor to the Raja of Akalkot.	60 0 0	From Akalkot State.
English	Matriculated 1866.	12 9 25	Fourth Assistant Master, Ratnágiri High School.	60 0 0	
English and Sanskrit.	Matriculated 1864.	12 3 26	Second Assistant Master, Byramji Jijibhoy High School, Thána.	60 0 0	
English and a little of Sanskrit.	Matriculated 1867.	12 3 15	Second Assistant Master, High School, Sholápur.	60 0 0	
English	None ..	11 9 7	Second Clerk, Curator, Government Central Book Depôt, Bombay.	60 0 0	
English and a little of Kánarese.	Matriculated 1868.	11 9 5	Head Master, Anglo-Vernacular School, Miraj.	60 0 0	From Miraj State.
English	Matriculated 1867.	11 7 1	Head Master, English School, Limbdi.	60 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1868.	11 2 15	Second Assistant, Training College, Ahmedabad.	60 0 0	
English and Sanskrit.	Matriculated 1865.	10 10 20	Third Assistant Master, Rajaram High School, Kolhápur.	60 0 0	From Kolhápur State.
English and Persian.	Matriculated 1868.	9 0 4	Acting Fifth Assistant Master, High School, Hyderabad.	60 0 0	Permanent Sixth Assistant.
English and Latin.	Matriculated 1868.	8 9 27	First Assistant Master, Fort Branch Anglo-Vernacular School, Bombay.	60 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
273	Bhavanishankar Girjashankar Joshi.	32	Brahmin	Anklesvar	Surat High School.	Gujaráti
274	Govind Krishna Ambardekar	30	Brahmin	Ratnágiri	Elphinstone and Deccan Colleges.	Maráthi
275	Udhanmal Satramdas	27	Kshatria	Tatta	Karáchi High School.	Sindi
276	Umedali Karim Mahomed Munshi.	31	Mahomedan	Cutch	Elphinstone College.	Cutch
277	Sobhraj Kassaram	25	Hindu	Hyderabad	Karáchi High School.	Sindi
278	Trimbak Vishnu Bapat	41	Brahmin	Poona	Free General Assembly's Institution.	Maráthi
279	Hormasji Nowrozji Lord	30	Parsi	Bombay	Elphinstone College.	Gujaráti
280	Dayabhai Vaniram Meheta	26	Brahmin	Umreth	Ahmedabad High School.	Gujaráti
281	Parataprai Govindrai Meheta.	25	Brahmin	Bhávnagar	Bhávnagar High School.	Gujaráti
282	Shankar Rowji Apte	27	Brahmin	Bagvádi	Deccan College.	Maráthi
283	Hirji Bhagwanji Thakur	26	Lavana	Bhúj	Elphinstone College.	Katchi
284	Nicolao Manuel Rego	25	Christian	Mangalore	Sydapet Agricultural College.	Kánarese
285	C. Anamalia Mudliar	26	Vellalah	Chinglepat	Madras Agricultural College.	Tamil
286	Pirozsha Dadabhai Módi	29	Parsi	Bombay	Madras Agricultural College.	Gujaráti
287	Ardeshar D. Collah	22	Parsi	Bombay	Madras Agricultural College.	Gujaráti
288	Framji Nasarwanji Khambata.	22	Parsi	Surat	Agricultural School, Sydapet.	Gujaráti
289	Jahangir Mancherji Chichagar.	26	Parsi	Bombay	Madras Agricultural College.	Gujaráti
290	Devadar Dhanesar Shukla	24	Brahmin	Anklesvar	Elphinstone College.	Gujaráti
291	Bamonji N. Dadina	23	Parsi	Bombay	Sydapet College.	Gujaráti
292	Narayan Ramanaya Mundkar.	23	Brahmin	Mundkar	Manglore College, and Madras Agricultural College.	Kánarese

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and a little Maráthi.	Matriculated 1867.	8 8 1	Head Master, Vernacular School, Wádhwán City.	60 0 0	From Káthiáwár Educational Funds.
English, Sanskrit and Kánarese.	F.E.A., 1869.	8 7 18	Second Assistant Master, (Maráthi Side,) Belgaum High School.	60 0 0	
English, Persian and a little of Gujaráti.	Matriculated 1871.	8 4 13	Acting Fourth Assistant Master, High School, Karáchi.	60 0 0	
English, Gujaráti, Sindi, Hindustani, and Persian.	Matriculated 1871.	7 5 4	Acting Second Assistant Master, High School Shikárpur.	60 0 0	
English, Persian and a little of Urdu.	None ..	7 4 25	Second Clerk, Educational Inspector, Sind.	80 0 0	
English	None ..	6 8 11	Accountant, Educational Inspector Central Division's office.	60 0 0	
English and Tamil.	Matriculated 1867.	6 6 5	Twelfth Assistant Master, Gujaráti Side, Elphinstone High School.	60 0 0	
English and Sanskrit.	Matriculated 1872.	5 1 27	Head Master, 1st Grade School, Mahuva.	60 0 0	Do.
English	Matriculated	4 10 16	Third Assistant Master, High School, Bhávnagar.	60 0 0	Do.
English, Kánarese and Persian.	F. A., 1875 ..	3 11 10	Fourth Assistant, Dhárwár High School.	60 0 0	
English, Gujaráti and Sanskrit.	Matriculated 1875.	1 10 26	Head Master, Anglo-Vernacular School, Bhuj.	60 0 0	From Cutch State.
English, Malayalum, and Tamil.	College Certificate.	1 3 18	Agricultural Teacher, Násik High School.	60 0 0	
English and Telegu.	None ..	1 3 18	Agricultural Teacher, Ahmednagar High School.	60 0 0	
English	Matriculated	1 3 16	Agricultural Teacher, Broach High School.	60 0 0	
English	None ..	1 3 9	Agricultural Teacher, Nadiád High School.	60 0 0	
English	None ..	1 3 5	Agricultural Teacher, High School, Hyderabad.	60 0 0	
English	Agricultural College Certificate.	1 2 20	Agricultural Teacher, Surat High School.	60 0 0	
English and Sanskrit.	B.A. ..	1 9 26	Sub. *pro tem.* Third Assistant Master, Broach High School.	60 0 0	
English and Hindustani.	Matriculated 1873.	1 2 4	Agricultural Teacher, Dhulia High School.	60 0 0	
English, Telegu, Maráthi and Tamil.	Matriculated, 1873. Graduate of the Madras Agricultural College.	0 11 18	Agricultural Teacher, Belgaum High School.	60 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
293	Kalichkhan Fredumbeg Mirza.	24	Mahomedan	Hyderabad	Elphinstone College.	Persian and Sindi.
294	Shiwashankar T. Dave	23	Brahmin	Lúnáváda	Elphinstone College.	Gujaráti
295	Manilal Nabhulal Drivedi	22	Brahmin	Nadiád	Elphinstone College.	Gujaráti
296	Gopal Malhar Purandhare	50	Brahmin	Poona	Poona Government English School.	Maráthi
297	Ramchandra Hari Datar	38	Brahmin	Poona	Poona College	Maráthi
298	Mahomed Isak Abdul Rahman.	54	Mahomedan	Lárkhána	Purana Alapranj School.	Sindi
299	Pranjivan Itcharam Meheta.	48	Brahmin	Saras	Vernacular School, Olpád.	Gujaráti
300	Narmashankar Kamalashankar Pandya.	47	Brahmin	Surat	Surat Normal Class.	Gujaráti
301	Vajeram Prabhashankar Upadya.	41	Brahmin	Mándvi	Surat High School.	Gujaráti
302	Narbheram Verdhaman Shett.	39	Vania	Gondel	Rájkot Normal Class.	Gujaráti
303	Naserwanj Ukarji Menty	40	Parsi	Surat	Elphinstone High School.	Gujaráti
304	Krishnaji Raghunath Kelkar	35	Brahmin	Someshwar	Deccan College.	Maráthi
305	Vellappa Virappa Jadhava	30	Marátha	Belgaum	Belgaum High School.	Maráthi
306	Bapuji Trimbak Agashe	30	Brahmin	Toke	Poona High School.	Maráthi
307	Waman Anna Wasudeo	31	Kshatria	Bombay	Elphinstone High School.	Maráthi
308	Jadawji Mavoji Ghandi	29	Vania	Mahuva	Ahmedabad Training College.	Gujaráti
309	Gulabdas Laldas Nanavati	29	Vania	Surat	Elphinstone College.	Gujaráti
310	Framji Karsetji Bajan	28	Parsi	Bombay	Elphinstone College.	Gujaráti
311	Narayan Ramchandra Kale	31	Brahmin	Mith Bava	Elphinstone College.	Maráthi
312	Erackji Rastamji Sohiar	29	Parsi	Navsári	Elphinstone College.	Gujarát
313	Hormasji K. Bharucha.	23	Parsi	Broach	Elphinstone College.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Persian, Hindustani and a little of Gujaráti.	F.E.A., 1874.	0 8 9	Sub. *pro tem.* Persian Teacher, N. J. High School, Karáchi.	60 0 0	
English and Sanskrit.	B.A., 1879.	0 4 17	Sub. *pro tem.* 8th Assistant Master, Surat High School.	60 0 0	
English and Sanskrit.	B.A., 1879.	0 3 1	Third Assistant Master, Nadiád High School.	60 0 0	
English	None. ..	28 10 0	Clerk and Librarian, Deccan College, Poona.	57 0 0	
English, Sanskrit and Kánarese.	Matriculated 1866.	19 13 24	Head Master, Anglo-Vernacular School, Akalkot.	56 0 0	From Akalkot State.
Persian and Urdu.	None ..	27 2 0	Head Master, Vernacular School, Rohri.	55 0 0	
Sanskrit.. ..	None ..	25 10 29	Head Master, Vernacular School, Amod.	55 0 0	From Local Funds.
A little of English.	Trained ..	22 8 13	Head Master, Vernacular School, Olpád.	55 0 0	Do.
A little of English.	None ..	22 0 19	Head Master, Vernacular School, Mándvi.	55 0 0	Do.
None	None ..	19 2 21	Head Master, Vernacular School, Gondal.	55 0 0	From Káthiáwár Educational Funds.
English ..	None ..	18 8 8	Second Assistant Master, Fort Branch School, Bombay.	55 0 0	
English and Sanskrit.	Matriculated 1864.	11 10 0	Ninth Assistant Master, Poona High School.	55 0 0	
English and Kánarese	Matriculated 1868.	11 9 9	Sub. *pro tem.* 1st Assistant Master, Kánarese Side, Belgaum High School.	55 0 0	
English and Sanskrit.	Matriculated	10 4 10	Deputy Educational Inspector, Bhor State.	55 0 0	From Bhor State.
English	None ..	8 2 9	Clerk and Librarian, Elphinstone High School.	55 0 0	
A little of Sanskrit.	2 years' Certificate.	7 8 27	Head Master, Vernacular School, Sihor.	55 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1868.	7 4 21	Ninth Assistant Master, Surat High School.	55 0 0	
English and Persian.	Matriculated 1871.	5 4 14	Thirteenth Assistant Master, Gujaráti Side, Elphinstone High School.	55 0 0	
English and Sanskrit.	F.E.A., 1874	5 4 8	Fourth Assistant Master, Rájárám High School, Kolhápur.	55 0 0	From Kolhápur State.
English and Persian.	Matriculated 1871.	4 2 20	Ninth Assistant Master (Maráthi Side), Elphinstone High School.	55 0 0	
English and Persian.	B. A. 1878..	4 2 13	Head Master, Anglo-Vernacular School, Ankleshwar.	55 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
314	Venktesh Bhimrao Bhandiwad.	27	Brahmin	Bhandivad	Deccan College.	Kánarese
315	Jagonath Jathalal Ádhyaru.	39	Brahmin	Dhárngadra	Normal Class, Ahmedabad.	Gujaráti
316	Balwandray Pramanandas Oza.	36	Brahmin	Gandevi	Bhávnagar High School	Gujaráti
317	Duleray Mahipatray Oza	25	Brahmin	Gogha	Bhávnagar	Gujaráti
318	Umedali Janmahomed	32	Mussalman	Hyderabad	Hyderabad Normal School.	Sindi
319	Fatechand Vasunmal Bulani.	33	Hindu	Hyderabad	Hyderabad High School.	Sindi
320	Jethalal Asharam Parekh	41	Vania	Mehmadabad	Ahmedabad Training College.	Gujaráti
321	Bapu Sonsawant	51	Marátha	Ratnágiri	Ratnágiri School	Maráthi
322	Ugrishwar Ajramer Gore	58	Brahmin	Vadali	Normal School, Bombay.	Gujaráti
323	Paragji Valabram Naik	46	Brahmin	Katárgám	Surat English School.	Gujaráti
324	Asharam Motiram Purani	45	Brahmin	Mehmadabad	Surat Normal Class.	Gujaráti
325	Hari Balwant Mogre	49	Brahmin	Shirgoan	Elphinstone High School.	Maráthi
326	Rewashankar Ambaram Bhat.	42	Brahmin	Mehmadabad	Ahmedabad Training College.	Gujaráti
327	Balaji Mahadaji Bandivedikar.	42	Bhandari	Málvan	Málvan Vernacular School.	Maráthi
328	Ghelabhai Bukhandas Shaha.	45	Vania	Surat	Surat High School.	Gujaráti
329	Narayen Mahadeo Vaidya	43	Brahmin	Poona	Poona College	Maráthi
330	Mahomed Afzal Faiz Mahomed Casi.	39	Mahomedan	Sehwan	Normal School, Karáchi.	Sindi
331	Moro Balal Dharap	45	Brahmin	Rohen, Thána	Poona Normal School.	Maráthi
332	Jivaram Kalidas Sukal	41	Brahmin	Mátar	Ahmedabad Normal Class.	Gujaráti
333	Bhaskar Ramchandra Pandit.	50	Brahmin	Baroda	Baroda	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Sanskrit and Maráthi.	B.A., 1879	2 9 28	First Assistant (Kánarese Side), Belgaum High School.	55 0 0	
A little of English.	None ..	18 6 0	Head Master, Vernacular School, Bhúj.	54 8 0	From Cutch State.
English	Matriculated	6 5 0	Fourth Assistant, Bhávnagar High School.	52 8 0	From the Káthiáwár Educational Funds.
English	Matriculated	4 3 6	Fifth Assistant, Bhávnagar High School.	52 8 0	Do.
Persian and Urdu.	None ..	17 5 20	Head Master, Vernacular School, Mehar.	52 0 0	
English and Persian.	Matriculated 1876	13 7 0	Acting Persian Teacher, Shikárpur High School.	53 0 0	On Leave.
A little of English and Maráthi.	Trained ..	21 3 0	Head Master, Vernacular School, Mahudha.	51 10 0	From Local Funds.
None	None ..	34 11 12	Assistant Deputy Educational Inspector, Ratnágiri Subdivision.	50 0 0	
None	None ..	30 4 8	Head Master, Gujaráti School No 1, Baroda.	50 0 0	From Baroda State.
English	None ..	27 9 22	First Assistant Master, Branch School No 2, Ahmedabad.	50 0 0	
A little of English and Sanskrit.	Trained according to old system.	25 6 8	Head Master, Vernacular School, Nadiád.	50 0 0	From Local Funds.
English	None ..	25 2 0	Maráthi Accountant, Educational Inspector Central Division's office.	50 0 0	
English and Sanskrit ..	None ..	24 3 24	Head Master, Female Training College, Ahmedabad.	50 0 0	
None	None ..	23 10 10	Assistant Deputy Inspector, Sátára.	50 0 0	
English, Urdu, and Maráthi.	None ..	22 9 25	First Assistant Master, Gopipura Branch School, Surat.	50 0 0	
English	None ..	22 0 0	Clerk, Poona College of Science.	50 0 0	
Persian	None ..	21 9 17	Second Assistant Master, Normal School, Hyderabad.	50 0 0	
English and a little of Sanskrit.	None ..	20 11 11	Second Assistant Master, Poona Training College.	50 0 0	
English	Trained according to old system.	20 9 0	Head Master, Vernacular School, Umreth.	50 0 0	From Local Funds.
Sanskrit and Gujaráti.	None .	17 9 0	Sanskrit Teacher, Ahmedabad High School.	50 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
334	Vithaldas Dhanjibhai Lakhawadia.	38	Patidar ..	Umreth	Ahmedabad Training College.	Gujaráti ..
335	Motiram Atmaram Tanksali.	38	Vania ..	Surat	Surat High School.	Gujaráti ..
336	Ganesh Daji Gadre ..	42	Brahmin ..	Junnar .. .	Poona High and Normal Schools.	Maráthi ..
337	Mahomed Hashiru Alekdino.	33	Mahomedan ..	Nusarpur ..	Nusarpur Vernacular School.	Sindi ..
338	Bhaishankar Jagjivan Joshi .	36	Brahmin ..	Anklesvar ..	Broach High School.	Gujaráti ..
339	Shantvira Rachya Kitur ..	53	Lingayet ..	Sángli (Belgaum)	Private School, Hángal.	Kánarese ..
340	Divappa Narayen Koppikar.	34	Saraswat ..	Honáver ..	Honáver Government School.	Konkani ..
341	Bhaishankar Kaseram Dave.	35	Brahmin ..	Mehmadabad ..	Ahmedabad Training College.	Gujaráti ..
342	Gul Mahomed Khan Gulam Rasulkhan.	32	Mahomedan ..	Shikárpur ..	Shikárpur Normal School.	Sindi ..
343	Narayan Pandurang Sathe..	38	Brahmin ..	Násik	Private Study ..	Maráthi ..
344	Mahadeo Keshava Bopardikar.	37	Brahmin ..	Wái	Private School ..	Maráthi ..
345	Harilal Kahandas Desai ...	33	Vania ..	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
346	Waman Shripat Pingle ...	32	Brahmin ..	Shendurni (Khándesh).	Dhulia High School.	Maráthi ..
347	Vishwanath Sadashiv Deodar.	32	Brahmin ..	Poona	Deccan College.	Maráthi ..
348	Bhaskar Dhondeo Datar ..	34	Brahmin ..	Poona	Poona College ..	Maráthi ..
349	Gokaldas Sunderlal Choksi..	31	Vania ..	Surat	Surat High School.	Gujaráti ..
350	Hari Narayen Kirpekar ..	33	Brahmin ..	Karád	Poona High School and Engineering College.	Maráthi ..
351	Ramchandra Harsel Gangan.	26	Vania ..	Navaren ..	Ratnágiri High School.	Maráthi ..
352	Narayan Ramchandra Konkar.	35	Brahmin ..	Modhe	Baba Gokhle's School, Poona.	Maráthi ..
353	Fattechand Girdhardas Sepahimalani.	33	Amil ..	Hyderabad, Sind.	Hyderabad Mission School.	Sindi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
A little of English.	Trained ..	17 2 2	First Assistant, Training College, Rájkot.	50 0 0	From Káthiáwár Educational Funds: on a year's leave without pay.
English	None ..	16 1 0	Sub. *pro tem.* Head Accountant Educational Inspector, N. D.	50 0 0	
English	None ..	15 6 20	Vernacular Teacher, Poona Female Normal School.	50 0 0	
Persian, Urdu and a little of English.	None ...	14 9 6	Third Clerk, Educational Inspector, Sind.	50 0 0	
English	None ...	14 5 0	Head Master, 1st Grade Anglo-Vernacular School, Navsári.	50 0 0	
Sanskrit.	None ..	14 2 22	Second Assistant, Training College, Dhárwár.	50 0 0	
English and Kánarease.	Untrained ..	14 1 8	Head Master, 2nd Grade Anglo-Vernacular School, Sirsi.	50 0 0	
Alittle of English.	Trained ...	14 1 7	Head Master, Vernacular School, Ahmedabad.	50 0 0	From Local Funds.
Pusshtu Persian, Urdu and a little of English.	None ..	13 10 29	Head Master, Vernacular School, Sukkur.	50 0 0	
English and Sanskrit.	None ..	13 10 20	Vernacular and Sanskrit Teacher, Poona Trainnig College.	50 0 0	
English and Sanskrit.	None	13 7 0	Sanskrit Teacher, Poona High School.	50 0 0	
English	Matriculated 1867.	12 9 25	Sub. *pro tem.* 1st Assistant, Training College, Rájkot.	50 0 0	From Káthiáwár Educational Funds.
English and a little of Sanskrit.	Matriculated 1867.	11 2 19	Fourth Assistant Master, High School, Dhulia.	50 0 0	
A little of Sanskrit.	Matriculated 1867.	12 4 24	Acting Third Assistant, Byramji Jijibhoy High School, Thána.	50 0 0	
English and Latin.	Matriculated 1865.	12 4 20	Tenth Assistant Master, Poona High School.	50 0 0	
English ..	None ..	12 4 13	Head Master, Chandanwadi School, Bombay.	50 0 0	
English ..	Matriculated 1867.	12 3 3	Fifth Assistant Master, Dhulia High School.	50 0 0	Four years 7 months and 12 days of this service were spent in Miraj State.
English ..	Matriculated 1865.	12 3 0	Fifth Assistant Master, Ratnágiri High School.	50 0 0	
English ..	Matriculated 1868.	11 8 21	Assistant Master, Rajaram High School.	50 0 0	From Kolhápur State.
English, Persian, and Hindustani.	Matriculated 1868.	11 8 20	Acting Third Assistant, High School, Shikárpur.	50 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
354	Anant Kashinath Oke	31	Brahmin	Poona	Poona High School.	Maráthi
355	Khandu Krishnaji Gurdey	32	Brahmin	Gurlhosur (Belgaum).	Belgaum & Kolhápur High Schools.	Maráthi
356	Nagindas Laxumidas Dalal	30	Vania	Surat	Surat High School.	Gujaráti
357	Girdharlal Gopal	30	Hindu	Pethápur(Sádra).	Ahmedabad High School and School of Art.	Gujaráti
358	Nasarwanji M. Pavry	29	Parsi	Bombay	Elphinstone High School.	Gujaráti
359	Tabilsing Tiloksing	32	Hindu	Hyderabad	Hyderabad High School.	Sindi
360	Shankar Sadashiv Mudliar	28	Brahmin	Mudliar	Belgaum High School.	Kánarese
361	Gopal Vanmali Phatak	30	Brahmin	Kothal	Elphinstone College.	Gujaráti
362	Narayan Babaji Rasal	29	Brahmin	Kolhápur	Kolhápur High School.	Maráthi
363	Bulchand Khubchand Advani	27	Hindu, Amil	Hyderabad	Hyderabad High School.	Sindi
364	Ramchandra Maheshwar Jade	34	Brahmin	Baroda	Elphinstone High School.	Maráthi
365	Dinkar Moreshwar Bhat	31	Brahmin	Nagargaum	School of Art, Bombay.	Maráthi
366	Amrit Nilkant Pandit	30	Brahmin	Vinchúr	Poona High School and Poona Civil Engineering College.	Maráthi
367	Valabram Damodhar Pandya.	28	Brahmin	Viramgám	Karáchi High School.	Gujaráti
368	Jethalal Vabalji Velavala	30	Vania	Nadiád	Ahmedabad Training College.	Gujaráti
369	Shankar Ramchandra Hatvalne.	30	Brahmin	Poona	Deccan College.	Maráthi
370	Kirpaldas Khemchand Gajra.	32	Hindu, Bania.	Shikárpur	Elphinstone College.	Sindi
371	Narayan Banduji Wadke	27	Kasar	Thána	School of Art, Bombay, and Poona Civil Engineering College.	Maráthi
372	Ambashankar Prabhashankar Tarvadi.	26	Brahmin	Dholka	Ahmedabad High School.	Gujaráti
373	Balkrishna Vishnu Bhide	30	Brahmin	Tásgaon(Sátára)	Deccan College.	Maráthi
374	Bulakhi Gangadas Desai	27	Kshatria	Ahmedabad	St. Xavier's College.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p	
English	Matriculated 1868.	11 3 18	First Assistant, Ahmednagar 1st Grade Anglo-Vernacular School.	50 0 0	
English, Sanskrit and Kánarese.	Matriculated 1868.	11 3 17	First Assistant, English School, Kaládgi.	50 0 0	
English	Matriculated 1868.	11 3 0	Tenth Assistant Master, High school, Surat.	50 0 0	
English and Maráthi.	None ..	10 6 0	Curator, Sir J. J. School of Art.	50 0 0	
English	Matriculated 1869.	10 3 0	Second Assistant, Gokaldas Tejpal School, Bombay.	50 0 0	
English, Persian and Hindustani.	None.	9 10 19	Fourth Clerk, Educational Inspector, Sind.	50 0 0	
English and Maráthi	Matriculated 1870.	9 10 9	First Assistant Master, English School, Belgaum.	50 0 0	
English and Sanskrit.	Matriculated 1868.	9 1 4	Sub. *pro tem* Second Assistant, Government Branch School, Surat.	50 0 0	
English and Sanskrit.	Matriculated 1871.	8 8 5	Tutor to the Chief of Inchalkaranji Vishálgad and Miraj.	50 0 0	From Inchalkaranji, Vishálgad and Miraj States.
English and Persian.	Matriculated 1872.	7 8 0	Acting Sixth Assistant Master, High School, Hyderabad.	50 0 0	Permanent Fourth Assistant, High School, Shikárpur.
English	None ..	8 6 4	Acting Head Master, Baroda Vernacular School.	50 0 0	From Baroda State.
None	None ..	8 2 0	Drawing Master, Elphinstone College.	50 0 0	
English	None ..	8 0 11	Drawing Master, Dhulia High School.	50 0 0	
English and Sindi.	Matriculated 1873.	7 10 29	Acting Fifth Assistant Master, Narayan J. High School, Karáchi.	50 0 0	
A little of English and Sanskrit.	Trained ..	7 10 19	Head Master Practising School, Rajkot.	50 0 0	From Káthiáwár Educational Funds.
English, Sanskrit and a little of Latin.	F.E.A., 1869.	7 3 0	Third Assistant Master, High School, Ahmednagar.	50 0 0	
English and a little of Persian.	Matriculated 1868.	6 5 5	Sub. *pro tem.* First Assistant Master, Anglo-Vernacular School, Sukkur.	50 0 0	
English and Gujaráti.	None ..	6 0 0	Drawing Master, Training College, Dhárwár.	50 0 0	
English	None ..	6 0 0	Head Clerk, Director of Vernacular Instruction, Baroda State.	50 0 0	From Baroda State.
English and Sanskrit.	F.E.A., 1872.	5 3 22	Fourth Assistant Master, Sátára High School.	50 0 0	
English and Sanskrit.	Matriculated 1870.	5 1 17	Sanskrit Teacher, Training College, Ahmedabad.	50 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
375	Ganesh Shridhar Kolatkar	26	Brahmin	Sángli	Ratnágiri	Maráthi
376	Gangadhar Pandurang Gadre	28	Brahmin	Wái	Deccan College	Maráthi
377	Lalitashankar Lalshankar Vyas.	27	Brahmin	Surat	Elphinstone College.	Gujaráti
378	Ramchandra Venkatesh Gadre.	30	Brahmin	Wái	Deccan College	Maráthi
379	Sabaji Venkatesh Yatagiri	23	Brahmin	Ránibennur	Deccan College	Kánarese
380	Laximishankar Devshankar Bhat.	26	Brahmin	Dabhan	Elphinstone College.	Gujaráti
381	Ramchandra Jewaji Joshi	25	Brahmin	Navalgund	Deccan College	Kánarese
382	Lalubhai Mathurbhai Sutaria	25	Patidar	Nadiád	Elphinstone College.	Gujaráti
383	Wamannacharia Jhalkikar	36	Brahmin	Jhalki (Kaládgi).	Benarese College	Kánarese
384	Miss Florence Miles	24	Christian	Shikárpur	Karáchi, St. Patrick's School.	English
385	Mahadeo Shivaram Apte	24	Brahmin	Venguria	Deccan College	Maráthi
386	Mahadeo Bhaskar Chobal	23	Parbhu	Poona	Deccan College	Maráthi
387	S. C. Anikhindekar	24	Brahmin	Bijapur	Deccan College	Kánarese
388	Narandas Takardas	29	Hindu	Kacher	Hyderabad High School.	Sindi

CLASS V.—*from Rs.* 30

389	Chaturlal Bhogilal Pandya	29	Brahmin	Mahudha	Ahmedabad Training College.	Gujaráti
390	Motilal Valabhai Patel	26	Patidar	Nadiád	Elphinstone College.	Gujaráti
391	Waman Bhikaji Parchure	24	Brahmin	Guhágar	Elphinstone College.	Maráthi
392	Sadanand Trimback Bhandare	24	Goud Brahmin	Bombay	Elphinstone College.	Maráthi
393	Sadashiv Ramnath Sukal	40	Brahmin	Molor	Ahmedabad Training College.	Gujaráti
394	Chinto Ravalnath Deshpande	38	Goud Brahmin	Tambulwadi	Belgaum High School.	Maráthi
395	Govind Kashinath Phadnis	33	Brahmin	Bassein	Poona Training College.	Maráthi
396	Parvatishankar Durgashankar Meheta.	53	Vania	Surat	Surat High School.	Gujaráti
397	Abdula Mian Saheb Syed	42	Mahomedan	Ahmedabad	Private Tuition.	Urdu

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Sanskrit and a little of Kánarese.	Matriculated 1872.	4 9 5	Head Master, Anglo-Vernacular School, Mudhol.	50 0 0	From Mudhol State.
English and Sanskrit.	F.E.A., 1872	4 8 4	Fifth Assistant Master, Rajaram High School, Kolhápur.	50 0 0	From Kolhápur State.
English and Sanskrit.	Matriculated 1872.	4 4 6	First Assistant Master, Sir Jamsetji School, Surat.	50 0 0	From the Parsi Pánchayet Fund.
English and Sanskrit.	F.E.A., 1871.	4 3 14	Third Assistant Master, High School, Násik.	50 0 0	
English and Persian.	Matriculated 1874.	8 9 0	First Assistant Master, Training College, Dhárwár.	50 0 0	On leave.
English and Sanskrit.	Matriculated 1873.	5 8 20	Head Master, Anglo-Vernacular School, Pálanpur.	50 0 0	From Káthiáwár State.
English, Maráthi and Sanskrit.	Matriculated 1873.	3 3 13	Fourth Assistant Master, Kárwár High School.	50 0 0	
English and Sanskrit.	F.E.A., 1877.	2 10 17	Third Assistant, Navánagar High School.	50 0 0	From Kathiáwár Educational Funds.
Sanskrit	None ..	2 2 26	Second Shastri, Deccan College.	50 0 0	
Sindi and Gurmukhi.	None ..	1 11 6	Inspectress, Girls' Schools, Hyderabad.	50 0 0	From Local Funds.
English, Sanskrit and (colloquial) Kánarese.	B.A., 1878.	1 8 26	Sub. *pro tem.* Third Assistant Master, Maráthi Side, Belgaum High School.	50 0 0	
English and Latin.	B. A., 1879.	1 4 7	Assistant Persian Teacher, Elphinstone High School.	50 0 0	
English, Sanskrit and Maráthi.	F. E. A. ..	0 11 3	Third Assistant Master, High School, Kárwár.	50 0 0	
English, Persian, Hindustani, Punjabi and Marwari.	Matriculated 1871.	0 2 27	Head Master, Anglo-Vernacular School, Jacobabad.	50 0 0	

and below Rs. 50.

None	Trained ..	8 10 4	Head Master, Vernacular School, Kathergaum.	48 0 0	From Local Funds.
English and Sanskrit.	Matriculated 1878.	3 8 20	Head Master, Anglo-Vernacular School, Rádhanpur.	48 0 0	From Rádhanpur State.
English and Sanskrit.	B.A. 1880 ..	1 4 21	Acting First Assistant Master, Byramji Jijibhoy High School, Thána.	48 0 0	
English and Sanskrit.	F.E.A. 1877.	0 2 0	Acting Third Assistant Master, Maráthi Side, High School.	47 8 0	
A little of English and Sanskrit.	Trained ..	21 8 20	Head Master, Vernacular School, Mátar.	47 0 0	From Local Funds.
Kánarese and a little of English.	None ..	15 10 0	Accountant, Educational Inspector, Southern Division.	47 0 0	
English	Trained ..	16 9 5	Head Master, Vernacular School, Kalyán.	46 0 0	From Local Funds.
A little of English.	None ..	29 4 0	Head Master, Vernacular School, Hánsot.	45 0 0	From Local Funds.
English, Gujaráti, Persian and Arabic.	None ..	26 0 26	Teacher of Urdu, Ahmedabad Training College.	45 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
398	Hargovan Narsiram Vyas ..	46	Brahmin ..	Visnagar ..	Surat Normal School.	Gujaráti ..
399	Hiralal Hargovind Modi ..	44	Vania ..	Nadiád	Surat Training School.	Gujaráti ..
400	Gulabdas Gopaldas Meheta ..	45	Vania ..	Surat	Surat High School.	Gujaráti ..
401	Venkatesh Raghvendra Hubli	44	Brahmin ..	Belgaum ..	Hubli School ..	Kánarese ..
402	Mahakudin Rahimdin Akhund	43	Mahomedan ..	Khanate ..	Karáchi Normal School.	Sindi ..
403	Krishnaram Govindram Pandya.	43	Brahmin ..	Nadiád	Ahmedabad Training College.	Gujaráti ..
404	Sorabji Pestonji Batiha ..	41	Parsi	Bombay	Elphinstone College.	Gujaráti ..
405	Lakshumishankar Ichashankar Oza.	35	Brahmin ..	Bhávnagar ..	Rájkot Normal Class.	Gujaráti ..
406	Keshow Hari Abhyankar ..	36	Brahmin ..	Erone	Belgaum Training College.	Maráthi ..
407	Mahadeo Sitaram Kirtane ..	35	Brahmin ..	Rajori	Poona Training College.	Maráthi ..
408	Pandurnath Narayan Sudame	38	Brahmin ..	Paroli	Poona Training College.	Maráthi ..
409	Ganesh Appaji Apte	39	Brahmin ..	Golap	Poona Vernacular School.	Maráthi ..
410	Balkrishna Narayan Gokhle.	35	Brahmin ...	Poona	Poona High School.	Maráthi ..
411	Bhiku Shastri Godbole ..	58	Brahmin ..	Wái	Poona School ..	Maráthi ..
412	Hardevram Shevakram Nilkant.	29	Brahmin ..	Surat	Surat High School.	Gujaráti ..
413	Vishnu Appaji Dabke ..	36	Brahmin ..	Asuda	Ratnágiri High School.	Maráthi ..
414	Shridhar Mahadeo Kale ..	33	Brahmin ..	Golap (Ratnágiri).	Ratnágiri High School.	Maráthi ..
415	Motilal Jechan Mahadenia ..	28	Vania	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
416	Sorabji Mancharji Pavdi ..	31	Parsi	Navsári	Navsári School.	Gujaráti ..
417	Balvantrao Mahadeoram Meheta. ..	30	Brahmin ..	Surat	Surat High School and Elphinstone College.	Gujaráti ..
418	Mai Thair Bai	34	Hindu ..	Hyderabad ..	Hyderabad Private Tuition.	Sindi ..
419	Amnlakrai Hardevram Desai	30	Brahmin ..	Broach	Elphinstone College.	Gujaráti ..
420	Manishankar Purandas Mehta.	34	Brahmin ..	Bhuj	Deccan College.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			Remarks.
8	9	10			11	12			13
		Y.	m.	d.		Rs.	a.	p.	
A little of English and Maráthi.	Trained ..	25	9	0	Head Master, Vernacular School, Parántij.	45	0	0	Paid from Local Funds.
A little of English.	Trained according to old system.	25	5	0	Head Master, Vernacular School, Kaira.	45	0	0	Do.
English ..	Trained ..	24	4	19	Head Master, Vernacular School, Ránder.	45	0	0	Do.
Maráthi and a little of English.	None ..	24	8	0	Head Master Anglo-Vernacular School, Athni.	45	0	0	
Persian and Urdu.	None ..	20	11	0	Head Master, Vernacular School, Holapurana.	45	0	0	Do.
None	None ..	20	8	0	Head Master, Vernacular School, Párdi.	45	0	0	
English and Persian.	None ..	20	1	10	Third Assistant Master, Fort Branch School, Bombay.	45	0	0	
None	None ..	18	7	7	Head Master, Vernacular School, Talaja.	45	0	0	From Káthiáwár Educational Funds.
Kánarese ..	20 Rs. Certificate.	16	9	0	Head Master, Vernacular School, Kumpta.	45	0	0	From Local Funds.
English	Trained ..	16	1	0	Head Master, Vernacular School, Alibág	45	0	0	Do.
English	Trained ..	16	1	0	Head Master, Vernacular School, Mahád.	45	0	0	Do.
English	None ..	14	5	20	Deputy Educational Inspector, Pratinidhi State.	45	0	0	From Pratinidhi State.
English	None ..	14	2	1	Head Accountant, Educational Inspector, North-East Division.	45	0	0	
Sanskrit	None ..	14	2	0	Guru Nyaya School, Sángli ..	45	0	0	From Sángli State.
English	None ..	13	11	14	Head Master, Vernacular School, Dákor.	45	0	0	From Local Funds.
English and Sanskrit.	Matriculated 1867.	12	9	28	Fifth Assistant Master, Sátára High School.	45	0	0	
English	Matriculated 1868.	11	8	24	Eleventh Assistant Master, Poona High School.	45	0	0	On a year's leave without pay.
English and Sanskrit.	Matriculated 1868.	10	8	25	Head Master, 2nd Grade Anglo-Vernacular School, Dholka.	45	0	0	
English	None ..	10	7	18	Teacher of Gymnastics, Ahmedabad High School, and Training College.	45	0	0	
English and a little of Sanskrit.	Matriculated 1868.	10	0	14	Translation Exhibitioner, Educational Department.	45	0	0	
Sanskrit and Gujaráti.	None ..	9	11	21	Head Mistress, Wedderburn Girls' School, Karáchi.	45	0	0	
English and Sanskrit.	Matriculated 1868.	9	0	0	Sub. *pro tem.* Fourth Assistant Master, Broach High School.	45	0	0	
English, Sanskrit and a little of Maráthi.	Matriculated 1868.	6	8	10	Second Assistant Master, Alfred High School, Bhuj.	45	0	0	From Cutch State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
421	Thakordas Navalchand Mehta.	29	Shravak	Surat	Surat High and Mission Schools.	Gujaráti
422	Kharsetji Jamasji Madan	3	Parsi	Bombay	Benevolent Institution.	Gujaráti
423	Mansuklal Devchand Vohora.	27	Vania	Ahmedabad	Elphinstone College.	Gujaráti
424	Kirpaldas Khemchand Gajra.	32	Hindu	Shikárpur	Elphinstone College.	Sindi
425	Ambalal Damodar Joshi	26	Brahmin	Kapadvanj	Elphinstone High School.	Gujaráti
426	Ramchandra Balal Hardikar.	38	Brahmin	Ratnágiri	Private Tuition	Maráthi
427	Lalshankar Abeyshankar Pandya.	25	Nagar Brahmin.	Surat	Surat High School.	Gujaráti
428	Vadravandas Girdhardas Dalal.	28	Vania	Umreth	Elphinstone College.	Gujaráti
429	Rango Balkrishna Atre	30	Brahmin	Poona	Deccan College.	Maráthi
430	Maniklal Nagardas Shaha	24	Vania	Dholka	Ahmedabad Training College.	Gujaráti
431	Hari Ramchandra Patwardhan.	24	Brahmin	Ratnágiri	Elphinstone College.	Maráthi
432	Hari Vithal Phatak	44	Brahmin	Magjoon	Poona Training College.	Maráthi
433	Sobheiz Teckchand Mehiani	26	Hindu	Hyderabad, Sind.	Hyderabad Mission School.	Sindi
434	Jairam Ratanji Lad	37	Kumbar	Katárgám	Surat English School.	Gujaráti
435	Sankalchand Vithaldas Shaha.	45	Vania	Ahmedabad	Ahmedabad High School.	Gujaráti
436	Ramkrishna Sakharam Vaidya	45	Brahmin	Khándesh	Dhulia Maráthi School.	Maráthi
437	Chotalal Hargovind Modi	37	Vania	Nadiád	Training School, Ahmedabad.	Gujaráti
438	Mahadeva Anant Sohoni	36	Brahmin	Násik	Poona Training College.	Maráthi
439	Dinkar Moreshwar Bodas	37	Brahmin	Gulsonda	Poona Maráthi School.	Maráthi
440	Gopal Yedneshwar Bhide	32	Brahmin	Málgund	Poona Training College.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and a little of Sanskrit.	Matriculated 1869.	8 2 0	Fifth Assistant Master, High School, Broach.	45 0 0	
English	Matriculated 1872.	6 10 20	First Assistant Master, 1st Grade Anglo-Vernacular School, Chandanvadi, Bombay.	45 0 0	
English and Sanskrit.	Matriculated 1870.	6 10 17	First Assistant, Branch School No. 1, Ahmedabad.	45 0 0	
English and a little of Persian.	Matriculated 1868.	6 5 5	Head Master, Anglo-Vernacular School, Thâru Shâh.	45 0 0	On leave.
English, Maráthi and Sanskrit.	Matriculated 1872.	5 11 10	First Assistant Master, 1st Grade Anglo-Vernacular School, Bulsár.	45 0 0	
Gujaráthi ..	None ..	5 6 0	Third Clerk, Curator Government Central Book Depôt, Bombay.	45 0 0	
English and Sanskrit.	Matriculated 1874.	5 4 19	Fourth Assistant Master, Junágad High School.	45 0 0	
English and Sanskrit.	Matriculated 1872.	5 3 23	Fourth Assistant Master, Nadiád High School.	45 0 0	
English and Sanskrit.	F.E.A., 1873.	4 8 6	Sub *pro tem.* Eleventh Assistant Master, Poona High School.	45 0 0	
A little of English.	Trained ..	4 8 2	Head Master, Vernacular School, Rájkot.	45 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	F.E.A., 1875	2 2 10	Acting Third Assistant Master, Poona High School.	45 0 0	
None	Training College Certificate.	27 10 10	Head Master, Vernacular School No. 2, Sátára.	44 12 0	From Local Funds.
English, Persian and Hindustani.	Matriculated 1874.	5 7 6	Acting Fourth Assistant Master, High School, Shikárpur.	44 0 0	
English	None .	18 0 13	Head Master, 2nd Grade Anglo-Vernacular School, Nándod.	43 12 0	From Nándod State.
English	Trained ..	24 6 23	Head Master, Vernacular School, Dholka.	43 0 0	From Local Funds.
A little of English.	None ..	21 1 20	Head Master, Superior Vernacular School No. 1, Amalner.	43 0 0	Do.
A little of English.	Trained ..	17 10 11	Head Master, Vernacular School, Thásra.	43 0 0	Do.
English and a little of Sanskrit.	Trained ..	16 8 20	Head Master, Vernacular School, Násik, No. 1,	43 0 0	Do.
Engish	Dhulia Training College 12 Rs. Certificate.	15 0 0	Head Master, 2nd Grade Anglo-Vernacular School, Chopda.	43 0 0	Do.
None	Training College Certificate of Rs. 25.	14 11 27	Head Master, Vernacular School, Máigund.	43 0 0	Do.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
441	Pitamber Mancharam Sukal	38	Brahmin	Parántij	Ahmedabad Training College.	Gujaráti
442	Tirathdas Kismatrai	31	Hindu	Hyderabad	Hyderabad High School.	Sindi
443	Vithaldas Mansukram Desai	36	Vania	Kapadvanj	Ahmedabad Training College.	Gujaráti
444	Kondo Keshow Sahasrabudhe	38	Brahmin	Poona	Poona Training College.	Maráthi
445	Pranjivandas Atmaram Dalal	40	Vania	Bulsár	Surat Normal Class.	Gujaráti
446	Vaman Ramchandra Londhe	37	Brahmin	Nágaon	Poona Training College.	Maráthi
447	Moro Dhondeo Gharpure	41	Brahmin	Garaday	Poona Training College.	Maráthi
448	Prabhakar Subhanji Bijapurkar.	48	Marátha	Ránibennur	Ránibennur School.	Kánarese
449	Balkrishna Hari Hegde	45	Goud Brahmin.	Venguria	Venguria School.	Maráthi
450	Kuvarji Manikji Wadia	46	Parsi	Surat	Surat High School.	Gujaráti
451	Lalubhai Motiram Jani	45	Brahmin	Mátar	Mátar Vernacular School.	Gujaráti
452	Shridhar Bapuji Patankar	58	Brahmin	Wái	Poona Patshala	Maráthi
453	Pranlal Uttamram Tarvadi	47	Brahmin	Thásra	Ahmedabad Training College.	Gujaráti
454	Ramchandra Krishnaram Joshi.	45	Brahmin	A'mod	Surat Training School.	Gujaráti
455	Parasotam Mungatram Raval	47	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
456	Jethalal Purshotam Vyas	46	Brahmin	Nándod	Ahmedabad High School.	Gujaráti
457	Ganesh Ramchandra Bhide	45	Brahmin	Poona	Deccan College	Maráthi
458	Sivashankar Lakshmiram Dave.	40	Brahmin	Dhrángadra	Rájkot Normal Class.	Gujaráti
459	Kevaldas Panachand Parekh	42	Vania	Mehmudabad	Ahmedabad Training College.	Gujaráti
460	Chaganlal Mahashankar Phatak.	45	Brahmin	Ahmedabad	Ahmedabad Training College.	Gujaráti
461	Govind Vishnu Barve	41	Brahmin	Borwadi	Poona Training College.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
None	Trained ..	17 9 0	Head Master, Vernacular School, Modása.	42 0 0	From Local Funds.
English, Persian and Hindustani.	None ..	13 8 0	Head Master, Anglo-Vernacular School, Sehwan.	42 0 0	
A little of English.	Trained ..	18 3 16	Head Master, Vernacular School, Kapadvanj.	41 8 0	Do.
English	Training College Certificate.	15 11 29	Head Master, 2nd Grade Anglo-Vernacular School No. 1, Karád.	41 4 0	
None	Trained according to old system, 1863.	18 10 17	Head Master, 2nd Grade Anglo-Vernacular School, Sukaltirth.	41 0 0	Do.
English	Trained ..	17 5 14	Head Master, Vernacular School, Talen.	40 4 0	Do.
None	Trained ..	16 9 29	Head Master Superior Vernacular School No. 5, Poona.	40 4 0	
Maráthi .. .	None ..	29 4 0	Head Master, Anglo-Vernacular School, Háveri.	40 0 0	
English	None ..	28 7 0	Head Master, Vernacular School, Pen.	40 0 0	Do.
English	None ..	27 1 0	Second Assistant Master, Sir J. J. English School, Surat.	40 0 0	From J. J. School Fund.
A little of English, Sanskrit and Maráthi.	None ..	24 5 1	Head Master, Vernacular School, Wadhwán City.	40 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	None ..	24 2 17	Head Master, Camp Vernacular School, Poona.	40 0 0	
None	Trained ..	23 10 3	Head Master, Vernacular School, Borsad.	40 0 0	From Local Funds.
A little of Maráthi and Sanskrit.	Trained ..	23 9 10	Head Master, Vernacular School, Chikhli.	40 0 0	Do.
English and Maráthi.	Trained ..	23 7 14	Head Master, Vernacular School, Barija.	40 0 0	Do.
English, Maráthi and Sanskrit.	Trained ..	22 5 24	Head Master, Vernacular School, Sádra.	40 0 0	From Sádra Funds.
English and Hindustani.	None ..	21 3 12	Head Master, Anglo-Vernacular School, Panvel.	40 0 0	From Local Funds.
None.	None ..	20 10 25	Head Master, Vernacular School, Dhrángadra.	40 0 0	From Káthiáwár Educational Funds.
A little of English.	Trained ..	20 8 23	Head Master, Vernacular School, Mehmadabad.	40 0 0	From Local Funds.
None.	Trained ..	20 5 0	Head Master, Vernacular School No. 6, Ahmedabad.	40 0 0	Do.
English and Sanskrit.	Trained ..	20 1 11	Head Master, Vernacular School, Rohen.	40 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
462	Hari Bhasker Damle	40	Brahmin	Ratnágiri	Poona Training College.	Maráthi
463	Vandravandas Mathuradas Kothare.	42	Brahmin	Mehmedabad	Ahmedabad Training College.	Gujaráti
464	Narotam Icharam Kandwalla.	41	Vania	Surat	Elphinstone High School.	Gujaráti
465	Trimbak Keshawa Parchure.	38	Brahmin	Poona	Poona Training College.	Maráthi
466	Pralhad Narhar Joshi	43	Brahmin	Poona	Poona Training College.	Maráthi
467	Ganesh Ramchandra Dongre.	41	Brahmin	Pusale (Ratnágiri).	Poona Training College.	Maráthi
468	Keshav Gangadhar Chitale	37	Brahmin	Chiplún	Poona Training College.	Maráthi
469	Paragji Nargarji Desai	37	Brahmin	Surat	Surat High School.	Gujaráti
470	Maganlal Haribhai Dalal	36	Vania	Kapadvanj	Ahmedabad Training College.	Gujaráti
471	Gopalrao Abaji Raje	39	Parbhu	Thána	Poona College	Maráthi
472	Keshav Sadashiva Risbud	30	Brahmin	Sangamner	Dhulia Training School.	Maráthi
473	Govind Gopal Yevalekar	37	Brahmin	Yeola	Poona High School.	Maráthi
474	Hormasji Edalji Kanga	36	Parsi	Navsári	Elphinstone High School.	Gujaráti
475	Narayan Manohar Ronghe	34	Brahmin	Ahmednagar	Poona Training College.	Maráthi
476	Narsu Kalappa Moralwar	34	Kumti	Sholápur	Sholápur English School.	Telegu
477	Ramchandra Sakharam Kelkar	36	Brahmin	Ratnágiri	J. J. English School.	Maráthi
478	Sakharam Krishna Sathe	37	Brahmin	Amalner	Poona High School.	Maráthi
479	P. F. D'Souza	35	Christian	Honávar	Honávar School.	Konkani
480	Dhondo Venkaji Jakaidar	38	Marátha	Dhulia	Dhulia High School.	Maráthi
481	Manekchand Amerchand Parekh.	38	Vania	Kasára	Rájkot Normal Class.	Gujaráti
483	Ganesh Rawji Digrajkar	41	Brahmin	Digraj (Sángli)	Dhárwár English School.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	Training College Certificate.	19 9 14	Sixth Assistant Master, Dhulia High School.	40 0 0	
A little of English.	Trained ..	19 8 0	Head Master, Vernacular School, Sánand.	40 0 0	From Local Funds.
English	None ..	19 7 0	Head Master, Budhivardhak 2nd Grade Anglo-Vernacular School, Bombay.	40 0 0	
English	Trained ..	19 6 21	Head Master, 2nd Grade Anglo-Vernacular School, Bassein.	40 0 0	
English	Trained ..	18 10 0	Head Master, Vernacular School, Chinchoni.	40 0 0	
English	Trained ..	18 0 0	Head Master, Vernacular School, Bhiwndi.	40 0 0.	
English	None ..	16 11 0	Head Master, Superior Vernacular School, Bhadgaon.	40 0 0	Do
English	None ..	16 7 21	Sub. *pro tem.* 2nd Clerk, Educational Inspector, N. D.	40 0 0	
None.	Trained ..	16 7 5	Head Master, Vernacular School, Viramgám.	40 0 0	Do.
English	None ..	16 5 0	Second Assistant Master, Jaganath Sankerset Anglo-Vernacular School, Bombay.	40 0 0	
A little of English.	Trained ..	16 4 22	Head Master, Vernacular School, Jalgaon.	40 0 0	Do.
English	Matriculated 1866.	16 1 0	Fourth Assistant Master, Násik High School.	40 0 0	
English	None ..	15 9 21	Fourth Assistant Master, Fort Branch School, Bombay.	40 0 0	
English	Trained ..	15 8 8	Head Master, Vernacular School No. 1, Poona.	40 0 0	
English, Maráthi and Urdu.	Matriculated 1874.	15 3 20	Third Assistant Master, High School, Sholápur.	40 0 0	
English	None ..	15 2 18	Fourth Clerk, Curator, Book Depôt, Bombay.	40 0 0	
English	Dhulia Training School 12 Rs. certificate.	15 0 6	Head Master, Superior Vernacular School, Sávda.	40 0 0	Do.
English, Kánarese and Maráthi.	None .	14 9 5	First Assistant Master, 1st Grade School, Kumpta.	40 0 0	On sick leave.
English	None ..	14 8 0	Second Assistant Master, 1st Grade Anglo-Venacular School, Ahmednagar.	40 0 0	
A little of English.	None ..	14 4 0	Head Clerk, Deputy Educational Inspector, Káthiáwár.	40 0 0	From Káthiáwár Educational Funds.
Kánarese and English	None ..	13 9 0	Practising School Master, Training College, Dhárwár.	40 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
483	Bhagvandas Mulchand ..	32	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindi ..
484	Govind Shankar Shastri Bapat.	36	Brahmin ..	Pulon ..	Poona Pathshala and Training College.	Maráthi ..
485	Narhsina Vaijanath Ghate ..	42	Brahmin ..	Sávantvádi ..	Poona	Maráthi ..
486	Gopal Shankar Tikhe ..	34	Barhmin ..	Poona ..	Poona High School.	Maráthi ..
487	Mahadeva Sakaram Kashikar.	33	Brahmin ..	Chiplún	Ratnágiri High School.	Maráthi ..
488	Jagannath Jivanram Bhat ..	30	Brahmin ..	Mota	Elphinstone High School.	Gujaráti ..
489	Gopal Ramchandra Vaze ..	33	Brahmin ..	Guhágar ..	Ratnágiri High School.	Maráthi ..
490	Sadashiv Babji Vaidya ..	33	Brahmin ..	Benáres	Poona Training College.	Maráthi ..
491	Ramchandra Balkrishna Sohoni.	34	Brahmin ..	Poona	Poona and Elphinstone High Schools.	Maráthi ..
492	Jagannath Balkrishna Limaye.	33	Brahmin ..	Pen (Kolába) ..	Elphinstone High School.	Maráthi ..
493	Dhaso Shridhar Joshi ..	32	Brahmin ..	Gokák	Belgaum High School.	Kánarese ..
494	Vithal Raghunath Patkar ..	30	Brahmin ..	Ratnágiri ..	Ratnágiri High School.	Maráthi ..
495	Narsiram Dulabhram Joshi ..	38	Brahmin ..	Mehmadabad ..	Poona Civil Engineering College.	Gujaráti ..
496	Gundo Shriniwas Kapshikar .	34	Brahmin ..	Kapshi	Kolhápur Training School.	Maráthi ..
497	Vishnu Ganesham Sabnis ..	32	Goud Brahmin	Sávantvádi ..	Free Church Institution, Bombay.	Maráthi ..
498	Vinayek A. Bapat	31	Brahmin ..	Poona	College of Science.	Maráthi ..
499	Maganlal Ranchodas Valia ..	33	Vania ..	Mátar	Ahmedabad Training College.	Gujaráthi ..
500	Manekji H. Kanga	31	Parsi ..	Bombay	Elphinstone College.	Gujaráti ..
501	Ganesh Hari Rukadikar ..	33	Brahmin ..	Kolhápur ..	Kolhápur Schools.	Maráthi ..
502	Ganesh Hari	38	Brahmin ..	Rukadi	Private Tuition .	Maráthi ..
503	Parbhulal Utamram Pandya.	30	Brahmin ..	Mahudha ..	Gujarát Training College.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Persian and Hindustani.	None ..	12 11 20	Fifth Clerk, Educational Inspector, Sind.	40 0 0	
English and Sanskrit.	None ..	12 9 4	Assistant Sanskrit Teacher, Elphinstone High School.	40 0 0	
Sanskrit.. ..	None ..	12 8 0	Sanskrit Teacher, Ratnágiri High School.	40 0 0	Of this 6 years, 3 months and 16 days were spent in the Sávantvádi State.
English	None ..	12 7 6	First Clerk, Educational Inspector Central Division's office.	40 0 0	
English	Matriculated 1867.	12 3 0	Sixth Assistant Master, High School, Ratnágiri.	40 0 0	
English	None ..	12 2 25	Head Master, Branch School, Wadhwán Station.	40 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1869.	12 1 24	Second Assistant Master, Ist Grade Anglo-Vernacular School, Kalyán.	40 0 0	
English	First Class Training College Certificate.	11 11 19	Head Master, Vernacular School No. 2, Ratnágiri.	40 0 0	From Local Funds.
English	Matriculated 1879.	11 6 25	First Assistant Master, 1st Grade Anglo-Vernacular School, Pandharpur.	40 0 0	
English	Matriculated 1868.	11 2 29	First Assistant, Phanaswadi 1st Grade Anglo-Vernacular School, Bombay.	40 0 0	
English and Marathi.	None ..	11 2 9	Head Master, Anglo-Vernacular School, Saundatti.	40 0 0	On leave.
English and Sanskrit.	Matriculated 1869.	10 7 17	Second Assistant Master, Sávantvádi English School.	40 0 0	From Sávantvádi State.
English	None ..	10 6 19	Teacher of Drawing, Ahmedabad Training College.	40 0 0	
A little of Sanskrit.	None ..	9 10 9	Head Master, Maráthi School No. 1., Miraj.	40 0 0	From Miraj State.
English	None ..	9 10 0	Fifth Clerk, Curator, Government Central Book Depôt, Bombay.	40 0 0	
English and Latin.	Matriculated 1868.	9 9 0	Sub. *pro tem.* Twelfth Assistant Master, Poona High School.	40 0 0	
English and a little of Sanskrit.	Trained according to old system, 1866.	9 6 29	Head Master, Vernacular School, Kálol.	40 0 0	From Local Funds.
English and Persian.	Matriculated 1869.	9 2 7	Third Assistant, Gokaldas Tejpal School, Bombay.	40 0 0	
Sanskrit and a little of English.	None ..	9 0 25	Shastri, Rajaram High School, Kolhápur.	40 0 0	From the Kolhápur State.
Sanskrit and a little of English.	None ..	9 0 25	Sanskrit Teacher, Rajaram College, Kolhápur.	40 0 0	From the Kolhápur State.
A little of Sanskrit.	Trained ..	8 9 5	Third Assistant, Training College, Ahmedabad.	40 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
504	Maneklal Asaram Shaha	30	Vania	Tosoru	Ahmedabad Training College.	Gujaráti
505	Narhar Ganesham Sanjgiri	30	Goud Brahmin	Harmbal (Goa)	Robert Money Institution.	Maráthi
506	Bherumal Motiram	31	Hindu	Hyderabad	Hyderabad High School.	Sindi
507	Vishnu Sadashiv Mulekar	31	Brahmin	Kolhápur	Poona Civil Engineering College.	Maráthi
508	Kashinath Govind Karmarkar.	29	Brahmin	Mangalvedha	Deccan College	Maráthi
509	Swamirao Mukund Wudgatti.	28	Brahmin	Wudgutti	Dhárwár High School.	Kánarese
510	Shripad Tamaji Sindgi	29	Brahmin	Miraj	Kolhápur High School.	Maráthi
511	Motilal Sankalchand Mahadevi.	30	Vania	Ahmedabad	Ahmedabad High School.	Gujaráti
512	Jatashankar Gokalji Bach	28	Brahmin	Dhrole	Káthiáwár High School.	Gujaráti
513	Hari Vithal Kelkar	26	Brahmin	Ratnágiri	Belgaum High School.	Maráthi
514	Premchand Karamchand Shaha.	28	Vania	Antrili	Ahmedabad Training College.	Gujaráti
515	Gangadhar Bhaskar Phadke	30	Brahmin	Powas	Poona High School.	Maráthi
516	Khushiram Khataumal Kirpalani.	21	Hindu	Hyderabad	Karáchi High School.	Sindi
517	Maughumal Menghraj Gandhi	33	Hindu, Bhatia.	Roimi	Shikárpur High School.	Sindi
518	Martin Amor	25	Christian	Poona	Civil Engineering College.	Portguese
519	Balvantram Harjivandas Meheta.	22	Vania	Bhávnagar	Bhávnagar High School.	Gujaráti
520	Narbheram Gopalji Pandya	26	Brahmin	Vasavad	Ahmedabad Training College.	Gujaráti
521	Jethabhai Mangaldas Patel	25	Patidar	Vanthli	Ahmedabad Training College.	Gujaráti
522	Vinayak Balwant Chankar	25	Brahmin	Udhalin	Deccan College	Maráthi
523	Dayanshankar Shamji Tarvadi.	20	Brahmin	Cutch	Alfred High School.	Gujaráti
524	Bhaishankar Umiashankar Tarvadi.	24	Brahmin	Wadhwán	Ahmedabad Training College.	Gujaráti
525	Narayan Atmaram Rangnekar.	24	Brahmin	Sávantvádi	Elphinstone College.	Maráthi
526	Moulvi Nasralla Khan	30	Persian	Sind	Free General Assembly's Inst., Bombay.	Urdu

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Y.	m.	d.		Rs.	a.	p.	
A little of English.	Trained ..	8	8	26	Head Master, Practising School, Ahmedabad.	40	0	0	From Local Funds.
English	Matriculated 1867.	8	7	27	Head Master, 2nd Grade Anglo-Vernacular School, Khetwadi, Bombay.	40	0	0	
English and Persian.	None ..	8	6	28	Head Master, Anglo-Vernacular School, Tando Adam.	40	0	0	
English	F.C.E., 1871.	7	11	18	Writing and Drawing Master, High School, Poona.	40	0	0	
English and Sanskrit.	Matriculated 1868.	7	9	1	First Assistant Master, 1st Grade Anglo-Vernacular School, Bársi.	40	0	0	
English and Maráthi.	None ..	7	5	27	Second Clerk, Educational Inspector, Southern Division.	40	0	0	
English, Sanskrit and Kánarese.	Matriculated 1872.	7	0	17	First Assistant Master, Training School, Kolhápur.	40	0	0	From the Kolhápur State.
English	Matriculated 1873.	6	7	0	Fourth Assistant, Navánagar High School.	40	0	0	From Káthiáwár Educational Funds.
English	Matriculated 1873.	6	3	25	Sixth Assistant Master, Káthiáwár High School.	40	0	0	Do.
English and Kánarese.	Matriculated 1872.	6	1	9	Sub. *pro tem.* Fourth Assistant Master, Marathi Side, Belgaum High School.	40	0	0	
A little of Sanskrit.	Trained ..	5	10	7	Second Assistant Master, Training College, Rájkot.	40	0	0	
English and Sanskrit.	None ..	5	7	0	Sixth Clerk, Curator, Government Central Book Depôt, Bombay.	40	0	0	
English, Persian and Urdu.	Matriculated 1875.	4	9	16	Sixth Clerk, Educational Inspector, Sind.	40	0	0	
English and Persian.	Matriculated 1875.	4	6	5	Sub. *pro tem.* Head Master, Anglo-Vernacular School, Tháru Sháh.	40	0	0	From Local Funds.
Maráthi	None ..	4	4	0	Blacksmith Maistry, College of Science, Poona.	40	0	0	
English and Sanskrit.	Matriculated 1875.	4	2	0	First Assistant, Anglo-Vernacular School, Bhávnagar.	49	0	0	From Káthiáwár Educational Funds.
None	2nd year 2nd Class Certificate, 1876.	3	8	9	Head Master, Vernacular School, Khambháliya.	40	0	0	Do.
None	Trained ..	3	2	23	Head Master, Vernacular School, Botad.	40	0	0	Do.
English and Sanskrit.	F.E.A. ..	2	4	0	Fourth Assistant Master, Ahmednagar High School.	40	0	0	
English and Sanskrit.	Trained ..	1	9	26	Head Master, Vernacular School, Anjár.	40	0	0	From Cutch State.
None	Trained ..	1	8	15	Head Master, Vernacular School, Todia.	40	0	0	From Káthiáwár Educational Funds.
Sanskrit and English.	F.E.A., 1878.	1	7	0	First Assistant, Sávantvádi English School.	40	0	0	From Sávantvádi State.
English, Persian and Sindi.	None ..	0	11	5	Persian Teacher, Káthiáwár High School.	40	0	0	From Káthiáwár Educational Funds.

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
527	Manikji Dorabji Talati. ..	26	Parsi	Surat .. .	Elphinstone College.	Gujaráti ..
528	Vishnu A. Chirmule	26	Brahmin ..	Kanai .. .	College of Science.	Maráthi ..
529	Vithal Vaman Gandhi ..	31	Brahmin ..	Dhulia	Dhulia High School.	Maráthi
530	Kamarudin F. Akhund ..	43	Mahomedan ..	Shikárpur ..	Shikárpur Private School.	Sindi ..
531	Hargovan Shewshankar Tarvadi.	36	Brahmin ..	Kapadvanj ..	Kapadvanj Vernacular School.	Gujaráti ..
532	Gopal Waman Bedeker ..	37	Brahmin ..	Poona	Poona Training College.	Maráthi ..
533	Shankar Balkrishna Dixit ..	27	Brahmin ..	Murúd	Poona Training College.	Maráthi ..
534	Trimback Janardhan Sawargamker.	39	Brahmin ..	Yeola	Poona Training College.	Maráthi ..
535	Govind Mahadeva Pundalik ..	40	Brahmin ..	Belápur (Nagar).	Government Vernacular School, Yeola.	Maráthi ..
536	Sadashiv Ramchandra Limaye.	47	Brahmin ..	Poona	Poona Training College.	Maráthi ..
537	Nandlal Shewlal Oza ..	41	Brahmin ..	Junágad ..	Rájkot Normal Class.	Gujaráti ..
538	Narhar Sadashiv Mahajan ..	35	Tailor	Poona	Poona Mission School.	Maráthi ..
539	Mahadeo Vinayak Shidore ..	40	Brahmin ..	Junnar (Poona)	Poona Training College.	Maráthi ..
540	Haji Mahomed Ramzan Rahimdino.	36	Mahomedan ..	Sukkur	Sukkur Normal School.	Sindi ..
541	Govind Vinayak Bhave ..	40	Brahmin ..	Shivápur ..	Poona Training College.	Maráthi ..
542	Murajmal Mulchand ..	37	Hindu	Hyderabad ..	Hyderabad Normal School.	Sindi ..
543	Laxuman Balwant Limaye ..	31	Brahmin ..	Ratnágiri ..	Poona Training College.	Maráthi ..
544	Atmaram Ganesh Patwardhan	28	Brahmin ..	Anjanimate ..	Poona High School.	Maráthi ..
545	Idanmal Utamchand Lalniani	24	Hindu, Amil ..	Hyderabad ..	Hyderabad High School.	Sindi ..
546	Mayishankar Bhagobhai ..	26	Brahmin ..	Viramgám ..	Ahmedabad Training College.	Gujaráti ..
547	Parmanand V. Gokhle ..	26	Brahmin ..	Mota	Elphinstone High School.	Gujaráti ..
548	Balkrishna Vaman Deshpande.	28	Brahmin ..	Boida	Poona Training College.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.			REMARKS.
8	9	10	11	12			13
		Y. m. d.		Rs.	a.	p.	
English and Latin.	Matriculated 1873.	0 10 24	Acting Fifth Assistant Master, N. J. High School, Karáchi.	40	0	0	
English	F.C.E., 1878	0 2 15	Sub. *pro tem.* Thirteenth Assistant Master, Poona High School.	40	0	0	
English and a little of Sanskrit.	Matriculated 1871.	12 1 22	Head Master, 2nd Grade Anglo-Vernacular School, Erandol.	39	8	0	From Local Funds.
Persian and Arabic.	None ..	21 0 21	Head Master, Vernacular School No. 2., Shikárpur.	39	0	0	
None	None ..	17 10 0	Head Master, Vernacular School, I'dar.	39	0	0	From I'dar State.
English	TrainingCollege Certificate.	16 1 0	Head Master, 2nd Grade Anglo-Vernacular School, Wái, No. 1.	39	0	0	
English and Sanskrit.	Matriculated 1874.	6 5 25	Head Master, Vernacular School, Thána.	39	0	0	
English	Trained ..	19 8 20	Head Master, 2nd Grade Anglo-Vernacular School, Talegaon Dábháde.	38	4	0	
None	None ..	24 5 29	Head Master, Superior Vernacular School No. 1, Nagar.	38	0	0	From Local Funds.
A little of English.	Trained ..	23 0 0	Head Master, Superior Vernacular School No. 1, Nandurbár.	38	0	0	Do.
None	None ..	21 5 0	Head Master, Vernacular School, Morvi.	38	0	0	From Káthiáwár Educational Funds.
Gujaráti ..	None ..	17 9 11	Acting Fourth Assistant Master, Byramji High School, Thána.	38	0	0	
A little of English.	Trained ..	17 3 18	Head Master, Superior Vernacular School, Bodvad.	38	0	0	Do.
Arabic, Persian, Hindustani and Panjabi.	None ..	16 6 16	First Assistant Master, Anglo-Vernacular School, Lárkhána.	38	0	0	
English	Trained ..	15 4 21	Head Master, 2nd Grade Anglo-Vernacular School, Sangamner.	38	0	0	From Local Funds.
Persian	None ..	14 6 0	Head Master, Vernacular School, Tando Alahyár.	38	0	0	
English	None ..	13 10 25	Head Master, Anglo-Vernacular School, Phaltan, No. 1.	38	0	0	From Phaltan State.
English, a little of Sanskrit, Hindustani and Persian.	Matriculated 1872.	10 11 7	Head Master, 2nd Grade Anglo-Vernacular School, Dharamgaon.	38	0	0	From Local Funds.
English and Persian.	Matriculated 1874.	5 4 18	Acting Fifth Assistant Master, High School, Shikárpur.	38	0	0	
None	Trained ..	2 8 28	Head Master, Vernacular School, Dhoráji.	38	0	0	From Káthiáwár Educational Funds.
English	None ..	5 4 14	Acting Third Assistant Master, Rajkumar College, Rájkot.	37	8	0	Do.
None	TrainingCollege Certificate.	6 3 28	Head Master, Superior Vernacular, School No. 1, Ashta.	37	4	0	

No.	NAME.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
549	Nagindas Mulchand Nanavati.	45	Vania	Surat	Surat High School.	Gujaráti ..
550	Kari Abdul Rauf Mahomed Saleh Ahmedani.	49	Mahomedan ..	Naushahro ..	Hyderabad Normal School.	Sindi ..
551	Jatashankar Premashankar Vyas.	49	Brahmin ..	Surat .. .	Surat Normal Class.	Gujaráti ..
552	Ladha Jethabhai Chawada ..	42	Kayst	Chuda	Chuda Vernacular School.	Gujaráti ..
553	Girdharlal Gordhandas ..	31	Brahmin ..	Mahuda	Ahmedabad Training College.	Gujaráti ..
554	Balkrishna Mahadeo Kalgamkar.	47	Brahmin ..	Kalgaon	Poona Training College.	Maráthi ..
555	Ganesh Balkrishna Dalvi ..	36	Goud Brahmin.	Belgaum ..	Dhárwár English School.	Maráthi ..
556	Chinto Dhondeo Naravne ..	45	Brahmin ..	Ratnágiri ..	Dhárwár School.	Maráthi ..
557	Hargovindas Rajaram Parekh.	38	Vania ..	Bulsár	Bulsár Vernacular School.	Gujaráti ..
558	Ramkrishna Hari Balsari ..	42	Brahmin ..	Poona	Poona Training College.	Maráthi ..
559	Bhanabhai Kaliandas Seth ..	30	Vania ..	Chikhli	Surat Training School.	Gujaráti ..
560	Motichand Vasanji Desai ..	34	Vania ..	Jasdán	Rájkot Training School.	Gujaráti ..
561	Parsotam Shankarji Raval ..	30	Brahmin ..	Kontharia ..	Rájkot Training School.	Gujaráti ..
562	Balaji Anant Godbole ..	55	Brahmin ..	Wái	Poona Pathshala.	Maráthi ..
563	Khando Chintaman Wadekar.	46	Brahmin ..	Poona	Poona School. ..	Maráthi ..
564	Ramchandra Balal Joglekar .	45	Brahmin ..	Pand	Indápur School..	Maráthi .
565	Sakharam Bapuset Dandekar.	41	Sonar ..	Ratnágiri ..	Khed School ..	Maráthi ..
566	Sadashiv Shivram Galetgekar.	41	Brahmin ..	Belgaum ..	Dhárwár Normal School.	Maráthi ..
567	Balaji Gangadhar Mehendale.	40	Brahmin ..	Kalyán	Poona Training College.	Maráthi ..
568	Amritlal Mulackchand Gandhi.	43	Vania ..	Mehmadabad ..	Ahmedabad Training College.	Gujaráti ..
569	Shridhar Vasudeva Bhide ..	43	Brahmin ...	Poona	Poona High School.	Maráthi ..
570	Balaji Shankar Bapat ..	41	Brahmin ..	Pulen	Poona Training College.	Maráthi ..
571	Sadashiv Moreshwar Divaskar.	38	Brahmin ..	Godhra .. .	Godhra 2nd Grade Anglo-Vernacular School.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	None ..	27 7 5	Head Master, Vernacular School No. 7, Surat.	37 0 0	
Arabic, Persian and Urdu.	None ..	28 4 18	Head Master, Vernacular School, Naushahro.	37 0 0	
English	Trained ..	22 4 9	Head Master, Vernacular School No. 6, Surat.	37 0 0	From Local Funds.
None	None ..	20 11 1	Head Master, Vernacular School, Chuda.	37 0 0	From Kathiáwár Educational Funds.
A little of English.	Trained ..	15 0 0	Head Master, Vernacular School, Kathlal.	36 11 6	From Local Funds.
None	None ..	24 1 0	Head Master, Superior Vernacular School, Masur.	36 8 0	
English and Kánarese.	None ..	15 0 0	Head Master, 2nd Grade Anglo-Vernacular School, Haliyál.	36 8 0	
Kánarese ...	None ..	26 0 11	Head Master, Maráthi School, No. 1, Belgaum.	36 0 0	
A little of English.	None ..	20 3 0	Head Master, Vernacular School, Bulsár.	36 0 0	Do.
A little of English.	Trained ..	17 5 0	Head Master, Superior Vernacular School, Párola, No. 1.	36 0 0	Do.
None	Trained according to old system, 1868.	12 0 20	Head Master, Vernacular School, Kadod.	36 0 0	Do.
None	2nd year 1st Class Certificate.	8 9 0	Head Master, Vernacular School, Kundla.	36 0 0	Káthiáwár Educational Funds.
None	2nd year 1st Class Certificate.	7 9 10	Head Master, Vernacular School, Lakhtar.	36 0 0	Do.
Sanskrit.. ..	None ...	31 10 5	Maráthi Clerk to the Deputy Educational Inspector, Poona.	35 0 0	
None	None ..	29 5 13	Sir Master, Peint State ...	35 0 0	From Local Funds.
None	None ..	27 1 0	Head Master, Superior Vernacular School No. 2, Poona.	35 0 0	Do.
None	Trained ..	26 9 0	Head Master, Vernacular School, Máhim.	35 0 0	
Kánarese and Hindustani.	None ..	23 10 22	Head Master, Kánarese School, Kaládgi.	35 0 0	From Local Funds.
A little of English.	Trained ..	22 11 8	Head Master, Superior Vernacular School, Sháháda.	35 0 0	Do.
None	Trained according to old system.	20 4 0	Head Master, Vernacular School, Patadi.	35 0 0	Do.
A little of English.	Trained ..	20 0 0	Head Master, Superior Vernacular School, Yával, No. 1.	35 0 0	Do.
English	Training College Certificate.	19 11 13	Head Master, Vernacular School, Dápoli.	35 0 0	Do.
English and Urdu.	None ..	19 5 14	Head Clerk, Deputy Inspector, Panch Mahál̀s and Rewa Kántha.	35 0 0	Rs. 5 from Rewa Kántha Educational Funds.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
572	Ganesh Balkrishna Panalkar.	37	Brahmin	Kolhápur	Kolhápur English School.	Maráthi
573	Narbheram Bhanjabhai Pandya.	44	Brahmin	Surat	Surat High School.	Gujaráti
574	Balwant Wasudeo Joglekar	39	Brahmin	Máhuli	Sátára Vernacular School.	Maráthi
575	Haji Mahomed Hussein	47	Mahomedan	Poona	Private School	Hindustani
576	Francis Rebello	35	Christian	Thána	Thána English School.	Portuguese
577	Ramchandra Annaji Dixit	37	Brahmin	Kaládgi	Mángoli School	Kánarese
578	Surajram Ramnath Vyas	38	Brahmin	Mátar	Ahmedbad Training College.	Gujaráti
579	Edalji Barjorji Patel	34	Parsi	Surat	Surat High School and Parsi Panchayet School, Surat.	Gujaráti
580	Balkrishna Mansukram Tarvadi.	36	Brahmin	Wadásinor	Ahmedabad Training College.	Gujaráti
581	Antaji Trimback Marathe	36	Brahmin	Trimbak	Poona Training College.	Maráthi
582	Narayan Dhondeo Joshi	37	Brahmin	Poona	Poona Training College.	Maráthi
583	Kesheo Ganesh Karmarkar	37	Brahmin	Sángli	Poona Training College.	Maráthi
584	Hari Mahadeo Vellankar	41	Brahmin	Sangamner	Free General Assembly's Institution, Bombay.	Maráthi
585	Ravansidappa Dondappa	34	Lingayet	Saundatti	Belgaum Training College.	Kánarese
586	Govind Ganesh Joshi	37	Brahmin	Poona	Poona Mission School.	Maráthi
587	Vinayak Parashram Datar	36	Brahmin	Lakshmeshvar	Dhárwár English School.	Maráthi
588	Fakirbhai Haribhai Marphatia.	34	Vania	Broach	Broach High School and Gokaldas School, Bombay.	Gujaráti
89	Pranjivan Tuljaram Sukal	32	Brahmin	Mándvi	Surat Training School.	Gujaráti
590	Haji Ahmed Turpro Kazi	37	Mahomedan	Hála	Hyderabad Normal School.	Sindi
591	Gulabhai Dajibhai Desai	32	Brahmin	Bhadeli	Surat Training School.	Gujaráti
592	Pragji Narayan Desai	31	Brahmin	Bulsár	Bulsár English School.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m d.		Rs. a. p.	
English	None ..	19 5 10	Assistant Master, Rajaram High School, Kolhápur.	35 0 0	From Kolhápur State.
English and a little Maráthi.	None ..	19 5 6	Third Clerk, Educational Inspector, N. D.	35 0 0	
None	None ..	19 5 11	Head Master, Sátára School No. 1.	35 0 0	Rs. 5 as allowance for teaching night-school.
Arabic and Persian.	None ..	17 10 0	Hindustani Teacher, Poona Training College.	35 0 0	
English and Maráthi.	None ..	17 6 24	Head Master, Thána Portuguese School.	35 0 0	
Maráthi	None ..	17 5 6	Head Master, Kánarese School, Hingond.	35 0 0	
A little of English and Sanskrit.	Trained ..	16 8 11	Head Master, Vernacular School, Godhra.	35 0 0	From Local Funds.
English	None ..	16 8 0	Third Assistant Master, Branch School, Surat	35 0 0	
English and a little of Sanskrit.	None ..	16 5 16	First Assistant Master, Gujaráti School No. 1, Baroda.	35 0 0	From Baroda State.
English ..	Matriculated 1867.	16 5 0	Head Master, Superior Vernacular School, Sangamner, No. 2.	35 0 0	From Local Funds.
English and Sanskrit.	None ..	16 1 4	Third Assistant Master, Poona Training College.	35 0 0	
English	Trained ..	16 1 0	Head Master, 2nd Grade Anglo-Vernacular School, Vitte, No. 1.	35 0 0	Rs. 5 as allowance for teaching night-school.
English... ..	None ..	16 0 8	Third Assistant Master, Jaganath Sankerset 1st Grade Anglo-Vernacular School, Bombay.	35 0 0	
Maráthi	None ..	15 5 0	Head Master, Superior Vernacular School, Sampgaon.	35 0 0	
English	None ..	15 0 2	Head Master, Superior Vernacular School, Karmála.	35 0 0	From Local Funds.
English and Kánarese.	None ..	14 9 0	Fifth Assistant, Dhárwár High School.	35 0 0	
English	None ..	13 10 19	Head Master, Gujaráti School, Kadi.	35 0 0	From Baroda State.
None	Trained according to old system, 1866.	13 10 0	Head Master, Vernacular School, Válod.	35 0 0	From Local Funds.
Persian	None ..	13 9 0	Head Master, Vernacular School, Hála.	35 0 0	
None	Trained ..	13 4 12	Head Master, Vernacular School, Jambusar.	35 0 0	Do.
English	None ..	13 4 0	Head Master, Gujaráti School, Vádnagar.	35 0 0	From Baroda State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
593	Rastomji Dhanjibhai Postwala.	31	Parsi	Bulsár	Bulsár Anglo-Vernacular School.	Gujaráti
594	Kapurchand Melapchand Panvala.	35	Vania	A'mod	Surat High School.	Gujaráti
595	Ganpatram Hirji Tarvadi	44	Brahmin	Kapadvanj	Kapadvanj Vernacular School.	Gujaráti
596	Venkatramanacharya Narayanacharya Sirhatti.	49	Brahmin	Sirhatti, Sángli	Poona Sanskrit College.	Kánarese
597	Ganesh Balwant Limaye	33	Brahmin	Sátára	Poona Training College.	Maráthi
598	Dayabhai Ambaram Parekh	33	Vania	Surat	Surat Vernacular School.	Gujaráti
599	Vishwanath Chintaman Gore.	34	Brahmin	Poona	Poona High School.	Maráthi
600	Ramchandra Narayan Patre.	44	Parbhu	Kolhápur	Kholápur School and Money Institution, Bombay.	Maráthi
601	Chaganlal Bhukanji Tarvadi.	34	Brahmin	Wadasinor	Ahmedabad Training College.	Gujaráti
602	Anant Vishwanath Chatre	52	Brahmin	Miraj	Miraj and Sátára Schools.	Maráthi
603	Atmaram Moreshwar Thakar.	36	Brahmin	Munachee	Ratnágiri School.	Maráthi
604	Anna Shastri Athalekar	48	Brahmin	Nargund	Nargund School.	Maráthi
605	Bhagvandas Brijbhukandas Gandhi.	31	Vania	Surat	Surat High School, Elphinstone College & Dr. Wilson's Institution.	Gujaráti
606	Goverishanker Prabhashanker.	34	Brahmin	Kubadthal	Ahmedabad Gujaráti School.	Gujaráti
607	Rajaram Ramkrishna Dave	28	Brahmin	Umreth	High School and Training College, Ahmedabad.	Gujaráti
608	Jamnadas Bhagwandas Parekh.	30	Vania	Viramgám	Ahmodabad High School.	Gujaráti
609	Ganesh Shankar Dravid	30	Brahmin	Kolhápur	Kolhápur High School.	Maráthi
610	Dulabram Pranvalabdas Sutaria.	29	Vania	Jhálod in Khándesh.	Surat High School.	Gujaráti
611	Edalji Jamshedji Mistry	30	Parsi	Bombay	Elphinstone College.	Gujaráti
612	Bapu Sakharam	33	Brahmin	Bagváda	Gujaráti School, Bagváda.	Maráthi
613	Ramchandra Jagonath Godbole.	30	Brahmin	Poona	Deccan College.	Maráthi
614	Thacordas Narotamdas Dalal.	30	Vania	Surat	Surat High School.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
English	None ..	13 4 0	Sub. *pro tem.* Second Assistant Master, Anglo-Vernacular School, Bulsár.	35 0 0	
English	None ..	13 3 8	Sub. *pro tem.* Fourth Clerk, Educational Inspector, N. D.	35 0 0	
None	None ..	12 8 10	Head Master, Vernacular School, Sángola.	35 0 0	From Káthiáwár Educational Funds.
Sanskrit and Maráthi	None ..	12 8 0	Guru, Vyakarna School, Sángli.	35 0 0	From Sángli State.
English	None ..	12 8 0	Head Master, Superior Vernacular School, Sholápur. No. 1.	35 0 0	From Local Funds.
None	Trained ..	12 8 0	Head Master, Vernacular School No. 9, Surat.	35 0 0	Do.
English	None ..	12 7 0	Second Clerk, Educational Inspector, Central Division's office.	35 0 0	
English	None ..	12 4 12	Head Master, Anglo-Vernacular School, Kolhápur.	35 0 0	From Kolhápur State.
English and a little of Sanskrit.	Trained ..	12 2 11	Head Master, Vernacular School, Dohad.	35 0 0	From Local Funds.
Kánarese and Sanskrit.	None ..	12 1 24	Sanskrit Teacher, Belgaum High School.	35 0 0	On furlough. Mr. V. N. Degwekur is acting for Mr. Chatre.
English	Matriculated 1868.	11 9 17	Seventh Assistant Master, Sátára High School.	35 0 0	
Sanskrit and Kánarese.	None ..	10 2 0	Sanskrit Teacher, Training College, Dhárwár.	35 0 0	
English and Latin.	Matriculated 1868.	10 0 25	First Assistant Master, 1st Grade Anglo-Vernacular School, Camp Poona.	35 0 0	
English	None ..	9 5 22	Head Master, Baroda Gujaráti School No. 2.	35 0 0	From Baroda State.
English and a little of Sanskrit.	None ..	9 0 18	Head Master, Khalpan Dama Vernacular School, Cutch.	35 0 0	From Cutch State and Khalpan Dama Trust Fund.
English	Matriculated 1870.	8 11 28	First Assitant, Anglo-Vernacular School, Viramgám.	35 0 0	
English and Sanskrit.	Matriculated 1871.	8 9 21	Sixth Assistant Master, Rajaram High School, Kolhápur.	35 0 0	From Kolhápur State.
English and a little of Sanskrit.	Matriculated 1871.	8 9 5	Fourth Assistant, Branch School, Surat.	35 0 0	
English and Latin.	Matriculated 1867.	8 9 20	Fifth Assistant Master, Fort Branch School, Bombay.	35 0 0	
Gujaráti ..	None ..	8 7 3	Head Master, Dabhoi Gujaráti School.	35 0 0	From Baroda State.
English and Sanskrit.	F.E.A., 1880.	8 5 0	Sub. *pro tem.* Fourth Assistant Master, Poona High School.	35 0 0	
English	Matriculated 1871.	8 4 19	Fifth Assistant Master, Branch School, Surat.	35 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
615	Sayad Yakub Sayad Mohidin.	34	Mussulman ..	Miraj	Miraj	Persian ..
616	Balaji Mahadev Patwardhan .	30	Brahmin ..	Poona	Poona High School.	Maráthi ..
617	Bapatram Navanitram Meheta.	29	Kayast ..	Surat	Surat High School.	Gujaráti ..
618	Vandravandas Sakharam Vaidya.	30	Brahmin ..	Chorwad ..	Rájkot High School.	Gujaráti ..
619	Ramchandra Dhondeo Marathe.	29	Brahmin ..	Haripur	Kolhápur High School.	Maráthi ..
620	Gondo Narayan Mujumdar ..	30	Brahmin ..	Inchalkaranji ..	Kolhápur High School.	Maráthi ..
621	Anant Sivaram Prabhu Desai.	28	Brahmin ..	Haripur (Ratnágiri.)	Kolhápur School.	Maráthi ..
622	Khanji Trikamdas	30	Luvana ..	Umravati ..	Elphinstone College.	Gujaráti ..
623	Gururao Hanamant Sattur ..	27	Brahmin ..	Dhárwár ..	Dhárwár High School.	Kánarese ..
624	Mansuk Vrjlal Paka	30	Vania	Kapadvanj ..	Ahmedabad High School.	Gujaráti ..
625	P. Fernandez	35	Christian ..	Poona	Poona Mission School.	Portuguese.
626	Peroshaw Pestonji Kapadia. .	26	Parsi	Broach	Broach High School.	Gujaráti ..
627	Narayan Vishwanath Patwardhan.	31	Brahmin ..	Kalyán	Deccan College .	Maráthi ..
628	Venkatesh Bapuji Ketkar ..	26	Brahmin ..	Nargund (Dhárwár.)	Belgaum High School.	Maráthi ..
629	Hormasji Rastamji	32	Parsi	Daman	J. J. Benevolent Institution.	Gujaráti ..
630	Narbheram Manishankar ..	43	Brahmin ..	Meta	Mota Gujaráti School.	Gujaráti ..
631	Ganpatram Rajaram	52	Brahmin ..	Ahmedabad ..	Ahmedabad Gujaráti School	Gujaráti ..
632	Barjorji Sorabji Chinai ..	27	Parsi	Bombay	Elphinstone High School.	Gujaráti ..
633	Dhanvantram Narbheram Pandya.	25	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
634	Jivabhai Jamutram Meheta .	23	Brahmin ..	Olpád	Elphinstone College.	Gujaráti ..
635	Merwanji Sheriadji Kheshwala.	24	Parsi	Broach	Elphinstone College.	Gujaráti ..
636	Dewshankar Ravishankar Acharya.	29	Nagar Brahmin.	Junágad ..	College of Science.	Gujaráti ..
637	Ravji Sadashiv Oka	24	Brahmin ..	Agáshi, Thána. .	Poona High School.	Maráthi ..
638	Mahadeo Bhaskar Kelkar ..	52	Brahmin ..	Someshvar ..	Poona School ..	Maráthi ..
639	Hari Laksuman Khare ..	45	Brahmin ..	Dábhol	Dábhol School . .	Maráthi ..
640	Premchand Vithaldas Meheta.	40	Vania	Mehmadabad ..	Ahmedabad Training College.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Urdu	None ..	8 4 0	Persian Teacher, Poona High School.	35 0 0	
None	Matriculated 1871.	7 10 26	English Teacher, Málegaon 2nd Grade Anglo-Vernacular School.	35 0 0	From Local Funds.
English	Matriculated 1872.	7 6 0	Second Assistant Master, English School, Bulsár.	35 0 0	On leave without pay.
English and a little of Sanskrit.	Matriculated 1872.	7 4 0	Fifth Assistant Master, Junágad High School.	35 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1872.	7 0 16	Head Master, Anglo-Vernacular School, Ajre.	35 0 0	From the Inchalkaranji State.
English	Matriculated 1872.	7 0 15	Head Master, Anglo-Vernacular School, Kágal.	35 0 0	From the Kágal State.
English and Sanskrit.	Matriculated 1872.	7 0 15	Head Master, 2nd Grade School, Inchalkaranji.	35 0 0	From Inchalkaranji State.
English	None ..	6 11 22	Head Master, Umárvati Gujaráti School.	35 0 0	From Baroda State.
English, Maráthi and Hindustani.	Matriculated 1873.	6 2 0	Clerk, School of Industry, Dhárwár.	35 0 0	
English and a little of Sanskrit.	Matriculated 1868.	5 11 7	Head Master, Pátan Gujaráti School.	35 0 0	From Baroda State.
English	None ..	5 6 0	Laboratory Assistant, Poona College of Science.	35 0 0	
English	Matriculated 1873.	5 5 18	Sanskrit Teacher, Broach High School.	35 0 0	
English and Sanskrit.	Matriculated 1870.	5 4 16	Seventh Clerk, Curator, Government Central Book Depôt, Bombay.	35 0 0	
English and Kánarese.	Matriculated 1874.	5 2 18	Head Master, 2nd Grade School, Bágalkot.	35 0 0	
Hindustani ..	None ..	4 10 0	Museum Room Attendant, Grant Medical College.	35 0 0	
A little of English.	None ..	4 3 0	Head Master, Navsári Gujaráti School.	35 0 0	From Baroda State.
None	None ..	3 11 0	Head Master, Sidhpur Gujaráti School.	35 0 0	Do.
English	Matriculated 1874.	3 7 23	Second Assistant Master, Chandanwadi 1st Grade Anglo-Vernacular School. Bombay.	35 0 0	
English	Matriculated 1872	3 4 15	Second Assistant Master, Branch School No. 1, Ahmedabad.	35 0 0	
English and Sanskrit.	Matriculated	3 4 8	Sub. *pro tem.* Sixth Assistant Master, Broach High School.	35 0 0	
English and Persian.	Matriculated	3 0 13	Persian Teacher, Broach High School.	35 0 0	
English and a little of Maráthi.	Matriculated 1872.	2 10 21	Probationary Fifth Assistant Master, Junágad High School.	35 0 0	From Káthiáwár Educational Funds.
English, Gujaráti and sanskrit.	None ..	1 8 28	Fifth Assistant, Navánagar High School.	35 0 0	Do.
None	Non ..	32 4 22	Head Master, Vernacular School, Páthardi.	34 0 0	From Local Funds.
English	None ..	24 4 6	Head Master, Vernacular School, Urun.	34 0 0	
A litte of Urdu ..	Trained ..	18 8 13	Head Master Vernacular School, Sarsa.	34 0 0	From Káthiáwár Educational Funds.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
641	Tukaram Sayaji Tile ..	40	Shimpi ..	Poona	Poona Training College.	Maráthi ..
642	Damodar Bagwandas Gusar .	43	Vania	Sátára	Poona Training College.	Gujaráti ..
643	Hedeiyetahshah valad Allishah Ridvi.	36	Mahomedan ..	Shikárpur ..	Sukkur Normal School.	Sindi ..
644	Ramchandra Pandurang Bhoseker.	33	Brahmin ..	Sátára	Poona Training College.	Maráthi .
645	Umiashankar Mulji Oza ..	22	Brahmin ..	Chowda	Ahmedabad Training College.	Gujaráti ..
646	Kashinath Narayan Kolhatkar.	41	Brahmin ..	Poona	Wái and Poona Schools.	Maráthi .
647	Shaik Imam valad Shaik Mahomed.	44	Mahomedan ..	Ludiana	Ludiana School.	Hindustani .
648	Vasudeva Ramchandra Paithankar.	42	Brahmin ..	Pátan	Nagar Maráthi School.	Maráthi ..
649	Abdul Kave Mahomed Hashim Sideki.	38	Mahomedan ..	Sehwan .. .	Hyderabad Normal School.	Sindi ..
650	Trimback Balkrishna Gowtam.	41	Brahmin ..	Násik	Lokni Government School.	Maráthi ..
651	Shambhuram Kisandas Desai.	38	Brahmin ..	Broach	Broach Vernacular School No. 1.	Gujaráti ..
652	Bapuji Govind Parke ..	42	Brahmin ..	Khándesh ..	Dhulia Maráthi School.	Maráthi ..
653	Balkrishna Bhaskar Bhide ..	37	Brahmin ..	Ratnágiri ..	Dhulia Maráthi School.	Maráthi ..
654	Fatesing Chatrasing Parmar.	34	Rajput ..	Chikodi	Chikodi Vernacular School.	Gujaráti ..
655	Vishnu Govind Abhiankar ..	42	Brahmin ..	Ratnágiri ..	Poona Training College.	Maráthi ..
656	Narayan Tatiaji Newaskar ..	33	Brahmin ..	Násik	Násik English School.	Maráthi ..
657	Mahomedali Abdul Hak Kazi.	30	Mahomedan ..	Tando	Sukkur Normal School.	Sindi ..
658	Damodhar Sitaram Joshi ..	35	Brahmin ..	Poona	Poona Training College.	Maráthi ..
659	Bhagvanlal Haribhai Vajalpara.	34	Kunbi	Ahmedabad ..	Ahmedabad Training College.	Gujaráti ..
660	Mahomed Bachal Mahomed Amin.	20	Mahomedan ..	Rato dero ..	Shikárpur Normal School.	Sindi ..
661	Krishnaji Vithal Kshirsagar .	33	Brahmin ..	Karkumb ..	Poona Training College.	Maráthi ..
662	Ramsing Pherudas Khitri ..	36	Hindu ..	Shikárpur ..	Shikárpur Private School.	Sindi ..
663	Chelaram Tirathdardas Kajhal.	46	Hindu ..	Shikárpur ..	Shikárpur Private School.	Sindi ..
664	Abdul Karim Mahomed Tayab.	31	Mahomedan ..	Matarai	Hyderabad Normal School.	Sindi ..
665	Gopal Damodhar Sahserabudhe.	28	Brahmin ..	Poona	Poona High School.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Y.	m.	d.		Rs.	a.	p.	
None ..	Training College Certificate.	16	9	28	Head Master, Superior Vernacular School, Rahimatpur.	34	0	0	Rs. 5 as allowance for teaching Night School.
English and Maráthi.	Trained ..	15	8	29	Head Master, 2nd Grade Anglo-Vernacular School, Kámáthipurá, Bombay.	34	0	0	Do.
Persian and little of English.	None ..	13	7	24	Head Master, Vernacular School, Sangrár.	34	0	0	From Local Funds.
English	Trained ..	12	1	28	Head Master, Vernacular School, Dahivali.	34	0	0	
None	Trained ..	3	9	23	Head Master, Vernacular School, Bávda.	34	0	0	From Káthiáwár Educational Funds.
Gujaráti ..	None ..	19	6	19	Head Master, Vernacular School, Shâhápur.	33	8	0	
Maráthi	None ..	11	3	20	Gymnastic Master, Rájárám High School, Kolhápur.	33	8	0	From Kolhápur State.
A little of English.	None ..	24	4	15	Head Master, Superior Vernacular School, Chálisgaon.	33	0	0	From Local Funds.
Persian and Urdu.	None ..	22	0	11	Second Assistant Master, Anglo-Vernacular School, Lárkhána.	33	0	0	Do.
None	None ..	21	5	9	Head Master, Superior Vernacular School, Násik, No. 2.	33	0	0	Do.
None	None ..	21	4	6	Head Master, Superior Vernacular School, Broach, No. 2.	33	0	0	Do.
A little of English.	None ..	21	3	25	Head Master, Superior Vernacular School, Sindkheda.	33	0	0	Do.
None	None ..	18	4	0	Head Master, Superior Vernacular School, Dhulia, No. 1.	33	0	0	Do.
None	None ..	16	9	0	Head Master, Vernacular School, Untadi.	33	0	0	Do.
A little of English.	None ..	16	8	25	Head Master, Superior Vernacular School, Viramgám.	33	0	0	Do.
English and Sanskrit.	20 Rs. Certificate, Poona Training College.	15	5	6	Head Master, Superior Vernacular School, Akola.	33	0	0	Do.
Persian ..	None ..	13	7	0	Head Master, Vernacular School, Ghotki.	33	0	0	
English and Sanskrit.	Trained ..	13	4	17	Head Master, 2nd Grade Anglo-Vernacular School, Shevgaon.	33	0	0	Do.
None	Trained ..	12	8	16	Head Master, Vernacular School No. 2, Ahmedabad.	33	0	0	Do.
Persian and Arabic.	None ..	12	1	24	Head Master, Vernacular School, Rato dero.	33	0	0	
English	Trained ..	11	11	26	Head Master, Superior Vernacular School, Chándor.	33	0	0	Do.
Gurmukhi ..	None ..	11	7	4	Head Master, Hindi Sindi School No. 1, Shikárpur	33	0	0	
Gurmukhi ..	None ..	10	8	0	Head Master, Hindi Sindi School No. 2, Shikárpur.	33	0	0	
Persian	None ..	10	6	22	Head Master, Vernacular School, Pat.	33	0	0	
English and Sanskrit.	Matriculated	10	5	0	English Teacher, Anglo-Vernacular School, Junnar.	33	0	0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
666	Govind Pandurang Thakar	37	Brahmin	Dhayary	Poona Training College.	Maráthi
667	Choganlal Manikji Sukal	42	Brahmin	Nadiád	Ahmedabad Training College.	Gujaráti
668	Shaikharo Parvat Alur	28	Brahmin	Alur	Belgaum Training College.	Kánarese
669	Ramchandra Abaji Bapat	30	Brahmin	Adwala	Poona Training College.	Maráthi
670	Veijavalav Hargovan Khambati.	39	Vania	Nadiád	Ahmedabad Training College.	Gujaráti
671	Bhaskar Ganesh Gondhlikar.	36	Brahmin	Dábhol	Poona Training College.	Maráthi
672	Appaji Baji Joshi	36	Brahmin	Someshvar	Poona Training College.	Maráthi
673	Khimstrai Awatrai	37	Hindu	Hyderabad	Normal School, Hyderabad.	Sindi
674	Wahidbax Parial Kazi	31	Mahomedan	Rohri	Sukkur Normal School.	Sindi
675	Hassaram Damumal	32	Hindu	Bhiria	Hyderabad Normal School.	Sindi
676	Nandlal Manji Shaha	24	Vania	Rájkot	Rájkot High School.	Gujaráti
677	Dinmal Khimchand Gajra	26	Hindu	Shikárpur	Shikárpur High School.	Sindi
678	Pranjivandas Kahandas	39	Vania	Borsad	Surat School	Gujaráti
679	Sitaram Narhar Dhavale	41	Brahmin	Panala	Poona Training College.	Maráthi
680	Hari Keshav Vaidya	34	Brahmin	Chopda	Dulia Training School.	Maráthi
681	Ratanji Surbhai Vasi	36	Brahmin	Kalyánwádi	Surat Training School.	Gujaráti
682	Ganesh Dondeo Lele	35	Brahmin	Gowal	Poona Training College.	Maráthi
683	Haribhai Nanabhai Desai	32	Brahmin	Bhadeli	Surat Training School.	Gujaráti
684	Dhalandas Tahkandas Bhagnari.	32	Hindu	Bhagnari	Hyderabad Normal School.	Sindi
685	Uttaram Kirpashankar Bhat.	26	Brahmin	Jetolpur	Ahmedabad Training College.	Gujaráti
686	Bimaji Balaji Bailhongol	55	Brahmin	Ránibennur	Dhárwár School.	Kánarese
687	Balaji Kondeo Ghanekar	50	Brahmin	Wái (Sátára)	Poona Pathshalla.	Maráthi
688	Shitaram Balkrishna Dandanaik.	45	Brahmin	Násik	Násik School	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	Trained and Certificated.	10 11 0	Head Master, 2nd Grade Anglo-Vernacular School, Jowner.	32 12 0	
A little of English.	Trained ..	22 4 0	Head Master Vernacular School, Dhanfhuka.	32 11 0	From Local Funds
Maráthi	25 Rs. Certificate.	9 10 0	Head Master, Vernacular School, Kirkee.	32 8 0	
English	Trained and Certificated.	9 7 7	Head Master Superior Vernacular School, Utur.	32 4 0	
None	Trained ..	17 11 11	Head Master Anglo-Vernacular School, Uttarsavda.	32 0 0	Do.
English	Trained ..	15 9 19	Head Master Vernacular School, Dahánu.	32 0 0	
English	Trained ..	15 4 6	Head Master, Vernacular School, Ráhuri, No. 1.	32 0 0	Do.
Persian and a little of English.	None ..	14 6 19	Head Master, Vernacular School No. 1, Hyderabad.	32 0 0	
Persian	None ..	12 4 11	1st Assistant Master, Vernacular School, Rohri.	32 0 0	
Persian	None ..	9 6 7	Head Master, Vernacular School, Bhiria.	32 0 0	
English and a little of Sanskrit.	None ..	5 9 25	Second Clerk, Deputy Educational Inspector, Káthiáwár.	32 0 0	Do.
English and Persian.	Matriculated 1875.	3 2 17	Acting Sixth Assistant Master, High School, Shikárpur.	32 0 0	
English	None ..	12 6 18	Head Master, Mumbádevi School, Bombay.	31 13 6	
English	None ..	15 3 21	Head Master, Vernacular School, Rájápur.	31 12 0	Do.
None	Rs. 15 Certificate, Dhulia Training School.	17 8 18	Head Master, 2nd Grade Vernacular School, Shirpur.	31 0 0	
None	Trained ..	14 4 1	Head Master, Vernacular School, Kharsad.	31 0 0	Do
None	Training College Certificate.	14 3 7	Head Master, 2nd Grade Anglo-Vernacular School No. I, Tásgaon.	31 0 0	
None	Trained ..	13 4 0	Head Master, Vernacular School, Degam.	31 0 0	Do.
Persian	None	12 3 20	Head Master, Vernacular School, Jherruck.	31 0 0	
None	Trained ..	4 10 18	Head Master, Vernacular School, Godhase.	30 12 6	Do.
Maráthi	None ..	37 3 0	Head Master, Vernacular School, Ránibennur.	30 0 0	
Sanskrit	None ..	26 8 0	Sanskrit Teacher, Dhulia High School.	30 0 0	
A little of English.	None ..	26 7 22	Head Master, Superior Vernacular School, Dhulia, No. 2.	30 0 0	Do.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
689	Damodar Mahadeo Limaye.	43	Brahmin	Rátnágiri	Ratnágiri Vernacular School.	Maráthi
690	Haji Mahomed Lukman valad Hashim.	48	Mahomedan	Hyderabad	Karáchi Normal School.	Sindi
691	Vishnu Raghunath Patwardhan.	41	Brahmin	Poona	Supa Vernacular School.	Maráthi
692	Vinayek Malhar Nadkor.	43	Parbhu	Mahád	Khed School, (Poona).	Maráthi
693	Dowlatram Narbheram Meheta.	41	Vania	Surat	Surat Vernacular School.	Gujaráti
694	Mahadeva Vinayek Joglekar.	40	Brahmin	Nárel	Kalyán School	Maráthi
695	Vishnu Vasudeva Sathey	43	Brahmin	Párner	Government Vernacular School, Yeola.	Maráthi
696	Virajlal Govarishankar Dave.	44	Brahmin	Umreth	Umreth Vernacular School.	Gujaráti
697	Bhikaji Balaji Paranjpe	44	Brahmin	Ratnágiri	Sátára School	Maráthi
698	Keshava Ramkrishna Suktankar.	40	Goud Brahmin	Málegaon	Poona Mission School.	Maráthi
699	Laxuman Govind Bhosekar	40	Brahmin	Bárámati	Bárámati Vernacular School.	Maráthi
700	Dhondo Dattatraya Dharwarkar.	42	Brahmin	Dhárwár	Dhárwár School.	Kánarese
701	Jivram Mahadev Jani	42	Brahmin	Morvi	Rájkot Vernacular School.	Gujaráti
702	Bal Yadneshwar Gurjar	46	Brahmin	Bhand	Bombay	Maráthi
703	Yadneshwar Venkaji Joshi	42	Brahmin	Kerur (Kaládgi).	Dhárwár Normal Class.	Kánarese
704	Kashinath Lakshuman Joshi.	42	Brahmin	Khed	Poona Training College.	Maráthi
705	Govind Sakharam Tambulkar.	38	Brahmin	Tambul (Sholápur).	Mohol School	Maráthi
706	Ganesh Balal Athavale	42	Brahmin	Sátára	Poona and Sátára Schools.	Maráthi
707	Govind Hari Thateh	44	Brahmin	Chiplún	Chiplún Maráthi School.	Maráthi
708	Kurvarji Govanji Desai	37	Brahmin	Sarbhon (Surat).	Sarbhon Vernacular School.	Gujaráti
709	Bohormal Danising	41	Ganinoswar	Virawah	Virawah Vernacular School.	Gujaráti
710	Narayanji Moraji Desai	49	Brahmin	Sarbhon	Sarbhon Vernacular School.	Gujaráti
711	Narsilal Harjivan Tarvadi	35	Brahmin	Kapadvanj	Pálanpur Vernacular School.	Gujaráti
712	Laxuman Gangadhar Phadke.	52	Brahmin	Wái	Sátára Vernacular School.	Maráthi
713	Gurpadappa Kudrappa Punjari.	34	Lingayet	Hulgar (Dhárwár).	Belgaum Training School.	Kánarese
714	Antaji Ramchandra Kelkar	39	Brahmin	Ambere (Ratnágiri).	Tásgaon School.	Maráthi
715	Keshoo Vinayek Bhide	50	Brahmin	Sátára	Poona High School	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
None	None ..	25 1 0	Head Master, Vernacular School, Dábhol.	30 0 0	From Local Funds.
Persian	None ..	24 10 24	Head Master, Vernacular School No. 2, Hyderabad.	30 0 0	
None	None ..	24 9 24	Head Master, Vernacular School, Supa.	30 0 0	
None	None ..	24 6 24	Head Master, Vernacular School, Nágotna.	30 0 0	
A little of English.	None ..	24 6 24	Head Clerk, Deputy Educational Inspector, Broach Sub-division.	30 0 0	
None	None ..	24 6 15	Head Master, Vernacular School, Murbád.	30 0 0	
A little of English.	None ..	24 5 15	Clerk, Deputy Inspector, Násik.	30 0 0	
None	Trained ..	24 4 12	Head Master, Vernacular School, Mohlal.	30 0 0	Do.
None	None ..	24 2 24	Head Master, Vernacular School, Nágaum.	30 0 0	
English and Sanskrit.	None ..	24 2 13	Head Master, Superior Vernacular School No. 4, Poona.	30 0 0	Do.
None	None ..	23 2 21	Head Master, Sátára School No. 3.	30 0 0	
Maráthi	None ..	23 0 0	Head Master Kánerese School No. 1, Dhárwár.	30 0 0	
A little of English.	None ..	22 11 26	Head Master, Vernacular School, Porbandar.	30 0 0	From Káthiáwár Educational Funds.
Sanskrit .. .	None ..	22 4 13	Head Master, Vernacular School, Nágdevi Bombay.	30 0 0	
Maráthi	None ..	22 3 10	Head Master, Vernacular School, Gadak.	30 0 0	
A little of English.	Trained ..	21 6 0	Head Master, Superior Vernacular School, Nizámpur.	30 0 0	From Local Funds.
Kánarese ..	None ..	21 5 9	Head Master, Vernacular School, Bádámi.	30 0 0	
Kánarese ..	None ..	19 9 0	Head Master, Vernacular School No. 1, Goladgad.	30 0 0	Do.
None	None ..	19 6 21	Maráthi Accountant, Educational Inspector, North-East Division.	30 0 0	On leave.
A little of English and Maráthi.	None ..	19 4 13	Head Master, Vernacular School, Bárdoli.	30 0 0	From Local Funds.
A little of English and Sindi.	None ..	19 1 0	Head Master, Vernacular School, Mitti.	30 0 0	Do.
None	None ..	18 11 26	Head Master, Vernacular School No. 8, Surat.	30 0 0	Do.
A little of English.	None ..	18 6 27	Head Master, Vernacular School, Pálanpur.	30 0 0	From Pálanpur State.
None	None ..	18 6 0	First Clerk to the Deputy Educational Inspector, Sátára Sub-division.	30 0 0	
Maráthi	None ..	18 5 0	Head Master, Vernacular School, Shiggaon.	30 0 0	
Kánarese	None ..	18 5 0	Head Master, Vernacular School, Khánápur.	30 0 0	
English and Sánskrit	None ..	17 7 0	Head Master, Superior Vernacular School, Vinchur.	30 0 0	From Local Funds.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
716	Mansukram Pranji Asarva	37	Kunbi	Ahmedabad	Ahmedabad Training College.	Gujaráti
717	Vishindas Gursamal Kishmani.	38	Hindu, Luhano.	Naushahro	Hyderabad Normal School.	Sindi
718	Narayan Damodhar Gune	38	Brahmin	Ratnágiri	Ratnágiri School.	Maráthi
719	Abdul Halim Khawandino Kazi.	38	Mahomedan	Shikárpur	Hyderabad Normal School.	Sindi
720	Dhosabhai Byramji Hakimna.	32	Parsi	Surat	Surat Sir J. J. English School.	Gujaráti
721	Jaykrishna Mayashankar Vyas.	36	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
722	Raghunath Yeshwant Devatrat.	51	Brahmin	Poona	Poona School No. 2.	Maráthi
723	Bomanji Dhanjibhai Patel	39	Parsi	Ahmedabad	High School, Surat.	Gujaráti
724	Fakirji Sorabji Memdriona	36	Parsi	Memdroi (Surat.)	Elphinstone High School.	Gujaráti
725	Himatram Gopibhai Desai	37	Brahmin	Olpád	Elphinstone High School.	Gujaráti
726	Naro Ramchandra Madeshwar.	45	Vaishya	Vengurla (Ratnágiri.)	Vengurla Vernacular School.	Maráthi
727	Tatia Chintaman Kanade	43	Brahmin	Thána	Government Vernacular School, Jejuri.	Maráthi
728	Rangu Balaji Mangrulkar	39	Brahmin	Kuroli	Poona Mission School.	Maráthi
729	Ganpatram Himatram Desai	35	Brahmin	Broach	Broach and Ahmedabad High Schools.	Gujaráti
730	Gopal Vithal Apte	36	Brahmin	Sángli	Belgaum High School.	Maráthi
731	Mahadeo Balkrishna Bhat	37	Brahmin	Poona	Poona Training College.	Maráthi
732	Damodhar Yeknath Phatak	31	Brahmin	Kopargaon	Panchavati	Maráthi
733	Alibax Khan Faiz valad Khan Talpur.	36	Mahomedan	Pir-jo-goth	Sukkur Normal School.	Sindi
734	Bapuji Baburao Devekar	40	Goud Brahmin	Dhárwár	Dhárwár English School.	Maráthi
735	Dhondo Narsinha Mulbagal	30	Brahmin	Kithur	Dhárwár Training College.	Kánarese
736	Narayan Keroba	32	Parbhu	Bombay	Elphinstone Institution.	Maráthi
737	Yeshwant Vasudeva Jambotikar.	42	Goud Brahmin	Khánápur (Belgaum.)	Khánápur School.	Maráthi
738	Lulfalah Mahomed Esak Akhund.	37	Mahomedan	Hyderabad	Hyderabad Normal School.	Sindi
739	Ragunath Bapuji Kolatkar	39	Brahmin	Chinchony	Powad Maráthi School.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
A little of English.	None ..	17 6 9	Clerk, Deputy Educational Inspector, Surat.	30 0 0	
Gujaráti ..	None ..	17 3 28	Head Master, Vernacular School, Mothani.	30 0 0	From Local Funds.
Kánarese ..	None ..	17 3 0	Head Master, Kánarese School, Indi.	30 0 0	
Persian and Arabic.	None ..	17 1 17	Head Master, Vernacular School, Naundero.	30 0 0	Do.
English and Persian.	None ..	17 1 0	Third Assistant Master, Parsi Panchayet English School, Surat.	30 0 0	From Pars Panchayet Funds.
English	None ..	16 0 21	Third Assistant Master, Branch School No. 2. Ahmedabad.	30 0 0	
Kánarese ..	None ..	15 11 25	Head Master, Vernacular School, Sindgi.	30 0 0	
English	None ..	15 9 29	Sixth Assistant Master, Branch School, Surat.	30 0 0	
English	None ..	15 7 11	Fourth Assistant Master, 1st Grade Anglo-Vernacular Gokaldas Tejpal School, Bombay.	30 0 0	
English	None ..	15 7 9	Fifth Assistant Master, 1st Grade Anglo-Vernacular Gokaldas Tejpal School, Bombay.	30 0 0	
A little of English.	None ..	15 6 24	Head Master, Vernacular School, Loharchall, Bombay.	30 0 0	
A little of English.	None ..	15 5 10	Maráthi Accountant, Deputy Inspector, Khándesh.	30 0 0	
English	None ..	15 5 0	Head Master, Vernacular School, Tárápur.	30 0 0	
English	None ..	15 5 0	Clerk, Deputy Educational Inspector, Kaira.	30 0 0	
English and Kánarese.	None ..	15 5 0	Head Master, Bijápur School No. 1.	30 0 0	
A little of English.	Trained ..	15 4 5	Head Master, Superior Vernacular School, Sinnar.	30 0 0	From Local Funds.
None	None ..	15 0 29	Head Master, Vernacular School, Ozar.	30 0 0	
Persian	None ..	15 0 19	Head Master, Vernacular School, Tando Mir Ghulam Haidarkhan.	30 0 0	Do.
Kánarese and English.	None ..	15 0 0	First Assistant, 2nd Grade Anglo-Vernacular School, Sirsi.	30 0 0	
Sanskrit and Maráthi.	25 Rs. Certificate.	14 7 4	Head Master, Kánarese School, Ron.	30 0 0	
Hindustani ..	None ..	14 7 4	Assistant Clerk, Grant Medical College.	30 0 0	
Kánarese ..	None ..	14 7 0	Clerk, Deputy Educational Inspector's office, Kánara.	30 0 0	
Persian	None ..	14 6 14	Head Master, Vernacular School, Tando Ghulam Ali.	30 0 0	
None	None ..	14 6 13	Kárkun, Educational Inspector, Central Division's office.	30 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
740	Atmaram Mayashankar	42	Brahmin	Surat	Surat Gujaráti School.	Gujaráti
741	Vasudeva Anant Cumpta	35	Goud Brahmin	Honávar	Honávar School.	Konkani
742	Subarao Shamaya Haldikar	37	Brahmin	Haldipur	Honávar School.	Konkani
743	Jevanram Dulabhram Patel	32	Kachi	Kotargaon	Ahmedabad Training College.	Gujaráti
744	Balaji Govind Kane	32	Brahmin	Ratnágiri	Poona Training College.	Maráthi
745	Trimback Sadashiv Gokhle	41	Brahmin	Gurlhoser	Dhárwár and Kolhápur Schools.	Maráthi
746	Damji Lavji Sheth	31	Vania	Kundla	Rájkot Training College.	Gujaráti
747	Jamnadas Govindas Javheri	32	Vania	Broach	Broach High School.	Gujaráti
748	Ramchandra Bapuji Chandorakar.	35	Brahmin	Násik	Private Tuition	Maráthi
749	Damodhar Hari Bichu	32	Goud Brahmin	Sháhápur, Sángli.	Belgaum High School.	Maráthi
750	Jayshankar Parshotam Achariya.	33	Brahmin	Limbdi	Rájkot Training College.	Gujaráti
751	Sadashiva Balvant Kaley	42	Brahmin	Poona	Poona School	Maráthi
752	Vishu Sakharam Joshi	34	Brahmin	Bhiwndi	Poona High School.	Maráthi
753	Laximinarayan Parsadrai Bramchari.	30	Brahmin	Nadiád	Ahmedabad High School.	Gujaráti
754	Bakasrai Ninikram	34	Hindu	Hyderabad	Hyderabad High School.	Sindi
755	Ramkrishna Vasudev Talekar	35	Brahmin	Ratnágiri	Poona Training College.	Maráthi
756	Raghunath Ramchandra Datar.	35	Brahmin	Sátára	Maráthi School, Miraj.	Maráthi
757	Yeshvant Ganesh Jadhava	32	Marátha	Dhárwár	Belgaum Training College.	Maráthi
758	Shridhar Ganesh Govande	31	Brahmin	Várol	Poona Training College.	Maráthi
759	Bapa Bhaskar Lele	33	Brahmin	Nachure	Ratnágiri High School.	Maráthi
760	Nainsi Jeloraj	35	Hindu	Mándvi	Karachi Mission School.	Gujaráti
761	Din Mahomed Gulam Rusal Khan.	28	Mahomedan	Shikárpur	Sukkur Normal School.	Sindi
762	Govind Kasinath Pawar	33	Marátha	Inchalkaranji	Kolhápur High School.	Maráthi
763	Lekhraj Mohandas	27	Hindu	Hyderabad	Hyderabad High School.	Sindi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
None	None ..	14 3 0	Head Master, Fort School No. 1, Bombay.	30 0 0	
English and Kánarese.	None ..	14 1 15	Head Master, Anglo-Vernacular School, Honávar.	30 0 0	
English and Kánarese.	None ..	14 1 10	Head Master Anglo-Vernacular School, Benkikodal.	30 0 0	
None	Trained ..	14 0 16	Head Master, Vernacular School, Sisodra.	30 0 0	From Local Funds.
None	20 Rs. Certificate. Poona Training College.	13 10 19	Head Master, Superior Vernacular School, Nasirabad, No. 1.	30 0 0	Do.
English, Kánarese and Sanskrit.	None ..	13 9 24	Clerk, Deputy Educational Inspector, Kaládgi.	30 0 0	
None	None ..	13 9 0	Head Master, Vernacular School, Una.	30 0 0	From Káthiáwár EducationalFund;
English, Maráthi, Urdu and a little of Sanskrit.	None ..	13 8 20	Clerk, Deputy Educational Inspector, Mahi Kántha and Pálanpur.	30 0 0	From Mahi Kántha and Pálanpur Funds.
English and Sanskrit.	None ..	13 8 13	Sanskrit Teacher, Násik High School.	30 0 0	
English and Kánarese.	None ..	13 6 0	First Assistant, 2nd Grade School, Athni.	30 0 0	
None	Trained according to old system, 1867.	13 4 7	Head Master, Vernacular School No. 2, Limbdi.	30 0 0	From Káthiáwár Educational Funds.
English	None ..	13 4 0	Fourth Clerk, Director of Public Instruction's office.	30 0 0	
English	None ..	12 10 15	Acting Sanskrit Teacher, Kalyán English School.	30 0 0	
English	Marticulated 1867.	12 4 21	Second Assistant Master, Branch School No. 2, Ahmedabad.	30 0 0	
English, Persian, Gujaráti and Hindustani.	None ..	12 4 15	Seventh Clerk, Educational Inspector, Sind.	30 0 0	
A little of Sanskrit.	Rs. 12 Certificate, Dhulia Training College.	12 3 0	Head Master, Superior Vernacular School, Shendurni.	30 0 0	From LocalFunds.
English and Gujaráti.	None ..	12 3 0	Eighth Clerk, Curator, Government Central Book Depôt, Bombay.	30 0 0	
Kánarese ..	None ..	12 2 2	Head Master, Lakshmeshvar School No. 1.	30 0 0	From Miraj State.
None	TrainingCollege Certificate.	12 1 0	Head Master, Vernacular School, Murud.	30 0 0	
English	Matriculated 1868.	11 9 7	Seventh Assistant Master, Ratnágiri High School.	50 0 0	
A little of English.	None ..	11 9 0	Head Master, Gujaráti School No. 1, Karáchi.	30 0 0	
Hindustani .	None ..	11 8 24	Head Master, Vernacular School, Bichanji	30 0 0	
English	None ..	11 8 14	Tutor to the sons of the Chief of Torgal.	30 0 0	From Torgal State.
English, Gujaráti and Urdu.	None ..	11 4 0	Assistant Master, Anglo-Vernacular School, Umarkot.	30 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
764	Dungarji Nathuram Vankam	32	Bhowsar	Barvála	Rájkot Training School.	Gujaráti
765	Bulchand Sukhamal	30	Hindu	Kotri	Hyderabad Normal School.	Sindi
766	Vishnu Balwant Lobokare	47	Brahmin	Chikhalwadi	Government Vernacular School, Sholápur.	Maráthi
767	Anant Ramchandra Rege	26	Goud Brahmin.	Aravali	Aravali School	Maráthi
768	Tahilram Bhombhomul	31	Hindu	Sehwan	Hyderabad Normal School.	Sindi
769	Bhaidas Paragji Desai	32	Brahmin	Katárgám	Surat Training College.	Gujaráti
770	Bapalal B. Bhat	34	Brahmin	Ahmodabad	Ahmedabad High School.	Gujaráti
771	Mulchand Kirparam Pachotia.	30	Brahmin	Visnagar	Ahmedabad High School.	Gujaráti
772	Janardan Anant Joshi	32	Brahmin	Tásgaon	Poona Training College.	Maráthi
773	Keshavram Fakirbhai Bhat	29	Brahmin	Katárgám	Surat High School.	Gujaráti
774	Lalubhai Harjivan Tarvadi	31	Brahmin	Kapadvanj	Ahmedabad High School.	Gujaráti
775	Raghunath Shankar Masurakar.	32	Goud Brahmin.	Málvan	Karáchi High School.	Maráthi
776	Sankarlal Jethabhai Bhat	35	Brahmin	Navánagar	Rájkot Training School.	Gujaráti
777	Sadashiv Mahadaji Deshpande.	38	Goud Brahmin.	Kolhápur	Trining School, Kolhápur.	Maráthi
778	Narayan Bhairow Degavekar.	47	Brahmin	Wái	Private Tuition.	Maráthi
779	Govind Waman Phadke	35	Brahmin	Kolhápur	Kágal School	Maráthi
780	Sadashiv Prabhakar Tatke	33	Brahmin	Sátára	Poona Training College.	Maráthi
781	Shripad Anant Ghatre	29	Brahmin	Miraj	Belgaum High School	Maráthi
782	Anant Gopal Jambhekar	29	Brahmin	Serey	Serey English School.	Kanarese
783	Keshow Mahadeo Vaidya	31	Brahmin	Tásgaon	Poona Baba Gokhale's School.	Maráthi
784	Kashiprasad Ramprasad Desai.	31	Brahmin	Olpád	Surat High School.	Gujaráti
785	Narayan Sadashiv Kulkarni.	32	Brahmin	Karanjgaon	Elphinstone College.	Maráthi
786	Raghunath Balkrishna Mulay.	30	Brahmin	Ratnágiri	Elphinstone High School.	Maráthi
787	Bhikaji Dhondeo Nigudkar	29	Brahmin	Kharvali (Kolába).	Baba Gokhale's School, Poona.	Maráthi
788	Dattatraya Bapuji Bhate	33	Brahmin	Belgaum	Belgaum School	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	13	13
		Y. m. d.		Rs. a. p.	
None	Trained ..	11 1 4	Head Master, Vernacular School, Dhrol.	30 0 0	From Káthiáwár Educational Funds.
Persian and Hindustáni.	None ..	10 11 0	First Assistant Master, Vernacular School, Mehir.	30 0 0	
Kánarese ..	None ..	10 9 11	First Clerk to the Deputy Educational Inspector, Nagar.	30 0 0	
A little of Sanskrit.	Training College Certificate of Rs. 10.	10 8 6	First Clerk, Deputy Educational Inspector, Thána.	30 0 0	
Persian	None ..	10 8 0	Head Master, Vernacular School, Dádu.	30 0 0	
English	Trained ..	10 7 0	Head Master, Vernacular School, Abroma.	30 0 0	From Local Funds.
English	Matriculated 1870.	10 6 15	Seventh Assistant Master, Broach High School.	30 0 0	
English	Matriculated 1872.	10 5 7	Sub. *pro tem.* Seventh Assistant Master, Káthiáwár High School.	30 0 0	From Káthiáwár Educational Funds.
English	Trained ..	10 4 0	Head Master, Girgaon Vernacular School, Bombay.	30 0 0	
English	None ..	10 3 22	First Assistant Master, Vernacular School, Limbdi.	30 0 0	Do.
A little of English.	Trained ..	10 3 0	Head Master, Vernacular School, Dholera.	30 0 0	From Local Funds.
English and Sindi.	None ..	10 2 0	Head Master, Maráthi School, Karáchi.	30 0 0	
None	None ..	10 1 21	Head Master, Girls' School, Navánagar.	30 0 0	From Káthiáwár Funds.
English	None ..	9 10 14	Head Master, Hindustani-Maráthi School, Kolhápur.	30 0 0	From Kolhápur State.
Sanskrit and colloquial Gujaráti.	None ..	9 9 9	Sanskrit Tutor, Sátára High School.	30 0 0	
Sanskrit and a little of English.	None .	9 7 13	Sanskrit Teacher, High School, Sholápur.	30 0 0	
English and Sanskrit.	Trained ..	9 7 0	Practising School Master, Poona Training College.	30 0 0	
English, Sanskrit, and Kánarese.	Matriculated 1870.	9 6 23	Fifth Assistant Master, Belgaum High School, Maráthi Side	30 0 0	On leave without pay.
English and Maráthi.	15 Rs Certificate.	9 6 0	Head Master, Vernacular School, Ankola.	30 0 0	
English	None ..	9 5 13	Acting Head Master, Baroda Maráthi School No. 2.	30 0 0	From Baroda State.
English	None ..	9 4 25	Clerk, Deputy Educational Inspector, Ahmedabad.	30 0 0	
English and Sanskrit.	Matriculated 1868	9 4 14	Sanskrit Teacher, Ahmednagar High School.	30 0 0	
English	Matriculated 1870.	9 1 0	Fifth Assistant Master, Násik High School.	30 0 0	
English	Matriculated 1870.	9 0 11	First Assistant, 1st Grade Anglo-Vernacular School, Jamkhandi.	30 0 0	From Jamkhandi State.
English, Kánarese and Hindustani.	None ..	9 0 0	Tutor to the Desai of Sávantvádi.	30 0 0	From Sávantvádi State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
789	Ramchandra Narayan Dixit.	39	Brahmin	Bulsár	Surat English School.	Gujaráti
790	Dosabhai Gagji Sukal	27	Brahmin	Wadhwán	Rájkot Training School.	Gujaráti
791	Gopal Shrinivas Tonpe	29	Brahmin	Kurihalli	Belgaum	Kánarese
792	Mevaram Belaram Jogotam.	27	Hindu	Hyderabad	Hyderabad Mission School.	Sindi
793	Vasudeo Vinayak Karandikar.	28	Brahmin	Wái	Ahmednagar High School.	Maráthi
794	Nimchand Parsotam Goshalia.	27	Vania	Rájkot	Rájkot High School.	Gujaráti
795	Shrinivas Govind Bhanap	28	Brahmin	Nagar	Deccan College	Maráthi
796	Antaji Mahadeo Khambate	28	Brahmin	Wái	Poona High School.	Maráthi
797	Jan Mahomed Hussenbhai Shaik.	29	Mahomedan	Sádra	Ahmedabad Training College.	Urdu
798	Jivakar Bai (wife of Lalu Matar).	26	Vania	Broach	Khervadi Gujarati School.	Gujaráti
799	Utamram Dulabhram Joshi	48	Brahmin	Torna	Nándod and Broach.	Gujaráti
800	Devshankar Uderam Desai	28	Brahmin	Mahuda	Ahmedabad Training College.	Gujaráti
801	Gangadhar Lakshuman Joshi.	27	Brahmin	Poona	Poona School	Maráthi
802	Martand Ganesh Penshe	38	Brahmin	Poona	Poona Civil Engineering College.	Maráthi
803	Ramprasad Krishnaprasad Pande.	30	Kanoja Brahmin.	Naglore	Belgaum High School.	Kánarese
804	Mahomed Hajeb	40	Arab	Zabied	Zabied School	Arabic
805	Liladhar Tulshidas	31	Brahmin	Amreli	Rájkot Training School.	Gujaráti
806	Sorabsha Byramji Doctor	28	Parsi	Surat	Surat English School.	Gujaráti
807	Bansiram Volabdas Tolani	28	Hindu	Hyderabad	Hyderabad High School.	Sindi
808	Bhimaji Mahadeo Singit	30	Brahmin	Dhárwár	Belgaum High School.	Kánarese

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Sanskrit	None ..	8 10 11	Sanskrit Teacher, Bhávnagar.	30 0 0	Paid from Káthiáwár Educational Funds.
None	2nd Year 2nd Class Certificate.	8 9 1	Head Master, Vernacular School, Muli.	30 0 0	Do.
English and Maráthi.	None ..	8 8 0	Clerk to the Deputy Educational Inspector, Belgaum.	30 0 0	
English, Persian and Hindustani.	None ..	8 8 0	Eighth Clerk, Educational Inspector, Sind.	30 0 0	
English and Sanskrit.	Matriculated 1871.	8 4 6	Fifth Assistant Master, Ahmednagar High School.	30 0 0	On one year's leave without pay.
English	Matriculated 1870.	8 3 29	First Assistant Master, English School, Morvi.	30 0 0	From Káthiáwár Educational Funds. On a year's leave without pay.
English and Sanskrit.	Matriculated 1868.	8 3 3	Second Assistant Master, 1st Grade Anglo-Vernacular Phanaswadi School, Bombay.	30 0 0	
English	None ..	8 2 15	Second English Clerk, Educational Inspector, North-East Division.	30 0 0	
English, Gujaráti and a little of Sanskrit and Maráthi.	Trained ..	7 10 11	Head Master, Vernacular School, Ahmednagar.	30 0 0	From Idar State.
None	None ..	7 10 0	Head Mistress, Charni Road Girls' School, Bombay.	30 0 0	On one year's leave.
Sanskrit and Maghadi.	None ..	7 9 23	Head Master, Jotish Shala, Baroda.	30 0 0	From Baroda State.
None	Trained ..	7 9 14	Head Master, Vernacular School, Bhadeli.	30 0 0	From Local Funds.
English	Matriculated 1872.	7 9 9	First English Clerk, Educational Inspector, North-East Division.	30 0 0	
None	None ..	7 8 24	Senior Assistant Teacher, College of Science, Poona.	30 0 0	
English, Urdu and Maráthi.	Matriculated 1872.	7 8 0	Second Assistant, Kánarese Side, Belgaum High School.	30 0 0	
None	None ..	7 6 0	Second Assistant Master, Aden English School.	30 0 0	
None	None ..	7 5 17	Head Master, Dhwárka Gujaráti School.	20 0 0	From Baroda State.
English, Persian, Hindustani and a little of Arabic.	None ..	7 5 11	Persian Teacher, Surat High School.	20 0 0	
English and Persian.	None ..	7 4 22	Sub. *pro tem.* Eighth Clerk, Educational Inspector, Sind.	30 0 0	
English, Maráthi and a little of Telegu.	Matriculated 1872.	7 4 14	Sub. *pro tem.* Eighth Assistant, Dhárwár High School.	30 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
809	Ganesh Vinayak Bhate	33	Brahmin	Thána	Elphinstone High School.	Maráthi
810	Saleh bin Ibrahim	46	Arab	Soharti	Soharti School.	Arabic
811	Kavasji Manekji Nicholson	29	Parsi	Bombay	Elphinstone High School.	Gujaráti
812	Seoshankar Bhanji Raval	41	Brahmin	Chowda	Rájkot Normal Class.	Gujaráti
813	Vaghji Asharam Oza	28	Brahmin	Morvi	High School, Rájkot.	Gujaráti
814	Bhaktiram Lalji Pandya	29	Brahmin	Parántíj	Ahmedabad Training College.	Gujaráti
815	Ramchandra Shastri Bapu Joshi.	55	Brahmin	Wadepad	Rájkot Training School.	Maráthi
816	Annaji Ramchandra Jalihal	27	Brahmin	Jolihal	Deccan College	Kánarese
817	Mahadeoji Ghelaram Raval.	27	Brahmin	Lakhtar	Rájkot Training College.	Gujaráti
818	Ramji Virji Bhat	27	Brahmin	Káthiáwár	Elphinstone High School.	Gujaráti
819	Khubchand Pohumal Kirpalani.	24	Hindu, Amil	Hyderabad	Karáchi High School.	Sindi
820	Anandrao Vireshwar	65	Brahmin	Anklesar	Rájkot Training School.	Maráthi
821	Hari Panset Lad	27	Vania	Elvan	Elphinstone College.	Maráthi
822	Yeshwant Balkrishna Dalvi	29	GoudBrahmin.	Hanchinhal	Dhárwár High School.	Maráthi
823	Moroba Govindram Moghaya.	28	Brahmin	Vengurla	Ratnágiri and Bhávnagar High Schools.	Maráthi
824	Surajbhan Bhowaniprasad Alur.	28	Pardesi	Alur	Dhárwár High School.	Hindustani
825	Maghulal Motilal Bachech	27	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
826	Dinkhar R. Nathu	30	Brahmin	Poona	Poona High School.	Maráthi
827	Chotalal Mansukram	33	Vania	Ahmedabad	Ahmedabad Training College.	Gujaráti
828	Idenmal Utamchand Lalwani.	24	Amir	Hyderabad	Hyderabad High School.	Sindi
829	Jehangir H. Kanga	27	Parsi	Bombay	Elphinstone High School.	Gujaráti
830	Hucharao Anant Dongare	26	Brahmin	Shikárpur	Belgaum High School.	Kánarese
831	Parbhuram Mulji Bhat	25	Brahmin	Bárdoli	Surat High School.	Gujaráti
832	Javerishankar Mayashankar Tarvadi.	28	Brahmin	Nadiád	Elphinstone College.	Gujaráti
833	Pransukram Mahipatram Devan.	26	Kshatri	Broach	Elphinstone College.	Gujaráti
834	Hanmant Narayan Ingalhallikar.	27	Brahmin	Dhárwár	Rajaram High School.	Kánarese

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	Matriculated 1869.	7 4 0	Fourth Assistant Master, Jaganath Sankerset 1st Grade Anglo-Vernacular School, Bombay.	30 0 0	
None	None ..	7 4 0	Third Assistant Master, Aden English School.	30 0 0	
English	Matriculated 1872.	7 3 16	Sixth Assistant Master, Fort Branch School, Bombay.	30 0 0	
A little of English.	None ..	7 2 29	Head Master, Vernacular School, Limbdi.	30 0 0	From Káthiáwár Funds.
English	Matriculated 1872.	7 2 8	Sub. *pro tem.* 1st Assistant, Anglo-Vernacular School, Morvi.	30 0 0	Do.
None	Trained ..	6 9 13	Head Master, Vernacular School, Gogho.	30 0 0	From Local Funds.
Sanskrit ..	None ..	6 7 13	Acting Head Master, Vyakran Shashtra Shala, Baroda.	30 0 0	From Baroda State.
English, Sanskrit and Maráthi.	Matriculated 1870.	6 7 12	Sanskrit Teacher, Dhárwár High School.	30 0 0	
None	Trained ..	6 7 8	Head Master, Anglo-Vernacular School, Jáfrabad.	30 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1872.	6 6 23	Seventh Assistant Master, Fort Branch School, Bombay.	30 0 0	
English and Persian.	Matriculated 1873.	6 6 0	Seventh Assistant Master, High School, Hyderabad.	30 0 0	
Sanskrit ..	None ..	6 4 27	Acting Head Master, Nyaya Shashtra Shala, Baroda.	30 0 0	From Baroda State.
English and Sanskrit.	Matriculated 1871.	6 2 29	Eighth Assistant Master, Sátára High School.	30 0 0	
English and Kánarese.	Matriculated 1873.	6 0 9	Head Master, Anglo-Vernacular School, Nipáni.	30 0 0	
English, Gujaráti and a little Sanskrit.	None ..	5 11 5	Second Assistant Master, 1st Grade Anglo-Vernacular School, Bhávnagar.	30 0 0	From Káthiáwár Educational Funds.
English, Kánarese and Maráthi.	Matriculated 1873.	5 7 0	Sub. *pro tem.* Seventh Assistant Master, Dhárwár High School.	30 0 0	
English	Matriculated 1874.	5 6 19	First Assistant Master, 2nd Grade Anglo-Vernacular School, Dholka.	30 0 0	
English	None ..	5 5 15	Clerk, Reporter on the Native Press.	30 0 0	
None	None ..	5 4 25	Accountant, Director of Vernacular Instruction, Baroda.	30 0 0	From Baroda State.
English and Persian.	Matriculated 1874.	5 4 18	First Assistant Master Anglo-Vernacular School, Tatta.	30 0 0	
English and Persian.	Matriculated 1874.	5 4 0	Sixth Assistant, Gokaldas Tejpal School, Bombay.	30 0 0	
Enlish and Maráthi.	Matriculated 1874.	5 2 20	Fifth Assistant, High School, Kárwár.	30 0 0	
English	None ..	5 0 13	Head Master of the Talukdari School, Sádra.	30 0 0	From Sádra Educational Funds.
English and Sanskrit.	Matriculated 1871.	4 11 15	Sixth Assistant Master, Nadiád High School.	30 0 0	
English	Matriculated 1872.	4 11 7	First Assistant Master Anglo-Vernacular School Wadhwán City.	30 0 0	
English, Maráthi and Sanskrit.	Matriculated 1872.	4 9 0	Head Master, Vernacular School, Malkápur.	30 0 0	From Vishálgad State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
835	Narayan Lakshamaya Bhatkalkar.	25	Saraswat ..	Bhatkal .	St. Xavier's School, Bombay.	Konkani ..
836	Govind Appaji Sahasrabudhe.	27	Brahmin ..	Ratnágiri ..	Deccan College .	Maráthi ..
837	Mangumal Menghraj	33	Hindu.. ..	Rohri	Shikárpur High School.	Sindi ..
838	Ganesh Keshav Toke ..	26	Brahmin ..	Poona	Mission School, Poona.	Maráthi ..
839	Dhondo Daji Behere	26	Brahmin ..	Poona	Belgaum High School.	Maráthi ..
840	Jibhai Gokaldas	24	Vania	Thásra	Ahmedabad Training College.	Gujaráti ..
841	Wasudeo Pandurang Virkar .	30	Brahmin ..	Vir &	Ratnágiri High School.	Maráthi ..
842	Pandurang Anant Saraf ..	27	Goud Brahmin.	Sháhápur, Sángli.	Belgaum High School.	Maráthi ..
843	Bhikhabhai Fatabhai ..	30	Vania	Umreth	Umreth	Gujaráti ..
844	Purashotam Ramchandra Sathe.	28	Brahmin ..	Poona	Poona High School.	Maráthi ..
845	Dayalji Raghnathji Desai ..	32	Brahmin ..	Sarbhon	Surat	Gujaráti ..
846	Keshowlal Prajaram	31	Brahmin ..	Mehmadabad ..	Mehmadabad ..	Gujaráti ..
847	Jaisingbhai Talakchand ..	26	Vania	Antroli	Ahmedabad Training College.	Gujaráti ..
848	Mohanbhai Haribhai Desai ..	25	Brahmin ..	Deladva	Ahmedabad Training College.	Gujaráti ..
849	Harivalub Murlidhar Bhagat.	26	Vania	Torna	Ahmedabad Training College.	Gujaráti ..
850	Dinkar Ganesh Kelkar ..	46	Brahmin ..	Poona	Poona College ..	Maráthi ..
851	Trikanji Paragji Vyas ..	24	Brahmin ..	Gondal	Rájkot High School.	Gujaráti ..
852	Sakharam Yamaji Pawar ..	27	Marátha ..	Sángli	Kolhápur High School.	Maráthi ..
853	Anupram Bhowanishankar ..	29	Brahmin ..	Umreth	Umreth	Gujaráti ..
854	Rahimudin valad Abdul Latif Munshi.	32	Mahomedan ..	Nágpur	Nágpur School .	Hindustani .
855	Shivaji Parshotam Dharak ..	21	Brahmin ..	Bhúj	Training College, Ahmedabad.	Gujaráti ..
856	[illegible]sanji Topan Karani ..	23	Brahmin ..	Bhúj	Training College, Ahmedabad.	Katchi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	8	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Maráthi and Kánarese.	Matriculated 1875.	4 8 21	Kánarese Teacher, High School, Kárwár.	30 0 0	
English and Sanskrit.	Matriculated 1873.	4 7 8	Sanskrit and English Teacher, 1st Grade Anglo-Vernacular School, Pandharpur.	30 0 0	
English and Persian.	Matriculated 1875.	4 6 5	Second Assistant Master, Anglo-Vernacular School, Sukkur.	30 0 0	
English	Matriculated 1873.	4 5 12	First Clerk, Deputy Educational Inspector, Ratnágiri.	30 0 0	
English and Kánarese.	Matriculated 1875.	4 4 9	Head Clerk, Deputy Educational Inspector Dhárwár.	30 0 0	Served in the Mudhol State for 2-1-3.
A little of English and Sanskrit.	None ..	4 3 20	Head Master, Petlád Gujaráti School.	30 0 0	From Baroda State.
English and Sanskrit.	Matriculated 1873.	4 3 13	Fifth Assistant Master, Jagonath Sankersett 1st Grade Anglo-Vernacular School, Bombay.	30 0 0	
English and Kánarese.	Matriculated	4 3 11	Second Assistant, 1st Grade Anglo-Vernacular School, Belgaum.	30 0 0	
English	None ..	4 1 26	Head Master, Piz Gujaráti School.	30 0 0	
English	None ..	4 0 20	Clerk to the Poona High School.	30 0 0	
English	None ..	4 0 13	Head Clerk, Educational Inspector's office, Baroda State.	30 0 0	Do.
English	None ..	3 11 14	Head Master, Visnagar Gujaráti School.	30 0 0	Do.
A little of English.	1st Year First Class Certificate, 1876.	3 9 24	Head Master, Vernacular School, A'nand.	30 0 0	From Local Funds.
None	2nd Year Second Class Certificate, 1877.	3 9 15	Head Master, Vernacular School No. 3, Surat.	30 0 0	Do.
Sanskrit ..	None ..	3 9 5	Head Master, Practising School, Female Training College, Ahmedabad.	30 0 0	Do.
English	None .	3 8 14	Assistant to English Accountant, Educational Inspector Central Division's office.	30 0 0	
English	Matriculated 1877.	3 7 9	First Assistant, Anglo-Vernacular School, Gondal.	30 0 0	Do.
English and Sanskrit.	Matriculated 1875.	3 7 5	First Assistant, Anglo-Vernacular School, Sángli.	30 0 0	From Sángli State.
English	None ..	3 2 0	Head Master, Kherálu Gujaráti School.	30 0 0	From Baroda State.
Persian and Maráthi.	None ..	3 1 5	Head Master, Hindustani School, Bhiwndi.	30 0 0	
English and a little of Sanskrit.	Trained ..	2 11 1	Head Master, Vernacular School No. 2, Bhúj.	30 0 0	From Cutch State.
English Gujaráti and a little of Sanskrit.	Trained ..	2 10 29	Head Master, Vernacular School, Mándvi.	30 0 0	Do.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
857	Dadabhai Habibala Naranghoila.	22	Mahomedan	Bhúj	Training College, Ahmedabad.	Katchi
858	Hanamant Sanjiva Sagun	23	Brahmin	Bágalkot	Dhárwár High School.	Kánarese
859	Bapuji Dattaraya Ranade	24	Brahmin	Torgal	Deccan College.	Maráthi
860	Bhagwanlal Ranchodlal Badshah.	25	Brahmin	Ahmedabad	Elphinstone College.	Gujaráti
861	Nagesh Ramchandra Tambe.	22	Brahmin	Kolwal	Belgaum High School.	Maráthi
862	Mahadeo Narayan Verde	27	Goud Brahmin.	Achra (Ratnágiri).	Ratnágiri High School.	Maráthi
863	Sakharam Harri Kanitkar	24	Brahmin	Sángli	Sángli English School.	Maráthi
864	Balaji Hari Kulkarni	26	Brahmin	Valawada	Elphinstone College.	Maráthi
865	Varajial Kalidas Shastri	54	Brahmin	Mohlataj	Private Tuition.	Gujaráti
866	Gururao Ragvendra Gunjikar.	26	Brahmin	Belgaum	Deccan College.	Kánarese
867	Bapu Abaji Khare	25	Brahmin	Násik	Deccan College.	Maráthi
868	Pamandas Tarachand	23	Hindu	Shikárpur	Shikárpur High School.	Sindi
869	Premchand Lalubhai	39	Vania	Ahmedabad	Ahmedabad Normal Class.	Gujaráti
870	Keshowlal Gangashankar Shastri.	22	Brahmin	Kaira	Nadiád High School.	Gujaráti
871	Gulabhai Lalubhai Desai	22	Brahmin	Bulsár	Free General Institution, Bombay.	Gujaráti
872	Hari Bhimrao Jambhekar	22	Brahmin	Hooli	Deccan College.	Maráthi
873	Tolaram Amalrai Hathiramani.	22	Hindu	Hyderabad	Hyderabad High School.	Sindi
874	Said Ahmed Imamudin	26	Mahomedan	Bombay	Bombay Madrissa.	Hindustani.
875	Ganesh Krishna Joshi	24	Brahmin	Makhjan	Elphinstone College.	Maráthi
876	C. R. D'Lemos	24	Christian	Goa	Sir J. J. School of Art, Bombay.	Portuguese.
877	Khush Mahomed Sachedino Mufte	20	Mahomedan	Shikárpur	Private Tuition.	Sindi
878	Venkatesh Krishna Mahajan.	22	Brahmin	Gokák	Belgaum High School.	Kánarese
879	Vishnu Sakharam Padvekar.	24	Marátha	Sávantvádi	St. Xavier's College, Bombay.	Maráthi
880	Vishnu Dhondeo Bhagawat	23	Brahmin	Virsuode	Deccan College.	Maráthi

ther nguages nown.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
rati, Per- a, Urdu and little of nskrit.	Trained ..	2 10 18	Head Master, Urdu School, Bhúj.	30 0 0	From Urdu School Fund and Cutch State.
sh, Sanskrit Maráthi.	Matriculated 1876.	2 6 17	First Assistant, 1st Grade Anglo-Vernacular School, Hubli.	30 0 0	
sh	Matriculated 1873.	2 4 28	Seventh Assistant, Rajaram College, Kolhápur.	30 0 0	From Kolhápur State.
ish and anskrit.	Matriculated 1874.	2 4 12	Fifth Assistant Master, High School, Nadiád.	30 0 0	
Sanskrit, English and Kánarese.	Matriculated 1877	2 4 0	Head Master, Vernacular School, Shirhatti.	30 0 0	From Sángli State.
English	Matriculated 1872.	2 3 0	Head Master, 2nd Grade Anglo-Vernacular School, Dongri, Bombay.	30 0 0	
English	Matriculated 1877.	2 2 27	Head Master, Vernacular School, Mangalvedha.	30 0 0	Do.
English and Sanskrit.	F.E.A., 1877.	1 10 15	Sub. *pro tem.* Assistant Master, Rajaram High School, Kolhápur.	30 0 0	From Kolhápur State.
Sanskrit	None ..	1 9 12	Teacher of Poetry, Training College, Ahmedabad.	30 0 0	
English, Maráthi and Sanskrit.	Matriculated 1873.	1 6 22	Third Clerk, Educational Inspector, Southern Division.	30 0 0	
English and Sanskrit.	F.E.A. ..	1 4 20	Sub. *pro tem.* Fifth Assistant Master, High School, Ahmednagar.	30 0 0	
English	Matriculated 1878.	1 1 25	Sub. *pro tem.* 2nd Assistant Master, Anglo-Vernacular School, Sukkur.	30 0 0	
English	None ..	0 11 6	Head Master, Mehasana Gujaráti School.	30 0 0	From Baroda State.
English and Sanskrit.	Matriculated 1879.	0 8 5	Probationary Sixth Assistant Master, Navánagar High School.	30 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	Matriculated 1877.	0 3 18	Sub. *pro tem.* Eighth Assistant Master, Káthiáwár High School.	30 0 0	Do.
English and Sanskrit.	F.E.A., 1879	0 2 9	Sub *pro tem.* Fifth Assistant Master, Maráthi Side, Belgaum High School.	30 0 0	
English, Persian and Hindustani.	Matriculated 1875.	0 2 22	Ninth Clerk, Educational Inspector, Sind.	30 0 0	
ish, Arabic, rsian, Guja- i and aráthi.	None ..	0 2 8	Persian Teacher, Násik High School.	30 0 0	
ish and nskrit.	F.E.A., 1875.	0 2 3	Sanskrit Teacher, Kalyán English School.	30 0 0	On leave.
sh and a to of Hin- tani and ráthi.	None ..	0 1 25	Drawing Master, Byramji Jijibhoy High School, Thána.	30 0 0	
sh and Per .	None ..	0 1 2	Acting Persian Teacher, High School, Shikárpur.	30 0 0	
sh, Maráthi Sanskrit.	Matriculated 1877.	0 6 0	Sub. *pro tem.* 6th Assistant Master, Maráthi Side, Belgaum High School.	30 0 0	
sh, Latin, la and Gu- ti.	F.E.A., 1874.	0 0 21	Sub. *pro tem.* 15th Assistant Master, Poona High School.	30 0 0	
sh and nskrit.	Matriculated	0 0 1	Sub. *pro tem.* Assistant Master, Rajaram High School, Kolhápur.	30 0 0	From Kolhápur State.

K. M. CHATFIELD,
Director of Public Instructio

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Desai, H. K. 345
Desai, M. V. 560
Desai, A. S. P. 628
Desai, K. G. 708
Desai, N. M. 719
Desai, D. R. 846
Desai, M. H. 98
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Desai, H. N. 682
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* Surname not known.

S. A. denotes superior appointments.

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Dhekne, G. G. 194
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* Surname not known.

S. A. denotes superior appointments.

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Jadhava, Y. G.	757
Jaghirdar, D. M.	30
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Jaisingbhai Talakchand*	847
Jalihal, A. R.	816
Jambhekar, A. G.	782
Jambhekar, H. B.	872
Jambotikar, Y. V.	787
Jani, J. M.	701
Jani, L. M.	451
Jardine, J.	34S.A.
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Javheri, M. R.	21
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Jivakar Bai*	798
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Joshi, A. D.	425
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Joshi, B. J.	338
Joshi, B. K.	265
Joshi, D. N.	190
Joshi, D. S.	493
Joshi, D. S.	658
Joshi, G. G.	586
Joshi, G. K.	875
Joshi, J. A.	772
Joshi, K. L.	704
Joshi, N. D.	495
Joshi, N. D.	582
Joshi, R. J.	381
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Kanade, T. C.	727
Kandwalla, N. I.	464
Kane, B. G.	744
Kane, M. V.	6
Kanga, H. E.	474
Kanga, J. H.	329
Kanga, M. H.	500
Kanga, J. B.	160
Kanitkar, S. H.	863
Kapadia, K. K.	213
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Karmarkar, K. G.	583
Kashikar, M. S.	487
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Kazi, H. A. T.	590
Kazi, A. H. K.	719
Kazi, M. A. H.	657
Kazi, W. P.	674
Kelkar, M. B.	638
Kelkar, A. R.	714
Kelkar, D. G.	72
Kelkar, K. G.	65
Kelkar, K. R.	304
Kelkar, R. S.	477
Kelkar, H. V.	513
Kelkar, D. G.	850
Kerur, B. Y.	240
Keskar, H. B.	25
Keshowlal Prajaram*	846
Ketkar, V. B.	628
Khadolodi, G. L.	218
Khakar, D. P.	3
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Khambati, V. H.	679
Khambate, A. M.	796
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Khare, B. A.	867
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* Surname not known.

S. A. denotes superior appointments.

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Meheta, G. D. 250
Meheta, G. M. 227
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Meheta, P. D. 396
Meheta, P. G. 281
Meheta, P. V. 640
Meheta, T. D. 17
Meheta, T. N. 421
Meheta, U. N. 4
Meheta, V. V. 130
Meheta, P. I. 299
Meheta, J. J. 634
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* Surname not known.

S. A. denotes superior appointments.

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Mulay, G. R.	219
Mulay, R. B.	786
Mulbagal, D. N.	735
Mulekar, V. S.	507
Mulvi, S. A. F.	50
Mulvi, A. M.	179
Mulvi, N. K.	526
Mundkur, N. R.	292
Munshi, N. N.	99
Munshi, U. K. M.	276
Munshi, R. V. A. L.	854
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Naik, R. G.	73
Naimat Jeloraj*	760
Namjoshi, M. B.	256
Nanabhai Haridas*	33S.A.
Nanavati, N. M.	549
Nanavati, G. L.	309
Nanjiani, K. R.	148
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Narangholia, D. H.	867
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Narayan, Keroba*	736
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Narbheram Manishankar*	630
Nathu, D. R.	826
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Nawaskar, N. T.	656
Nene, G. B.	24
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Oza, L. I.	405
Oza, N. S.	537
Oza, C. L.	93
Oza, U. M.	645
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Pandit, B. R.	333
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Panendhikar, G. V.	140
Pandya, K. G.	403
Pandya, L. A.	427
Pandya, N. B.	573
Pandya, N. L.	41
Pandya, V. D.	367
Pandya, P. U.	503
Pandya, D. N.	633
Pandya, K. H.	145
Pandya, C. B.	389
Pandya, N. G.	520
Pandya, N. K.	300
Pandya, B. L.	814
Panvala, K. M.	594
Paranjpe, B. B.	697
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Parchure, W. B.	391
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Parekh, H. R.	557
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Parekh, J. B.	608
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Patel, B. D.	723
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Patel, E. B.	579
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Patel, M. V.	390
Patel, J. D.	743
Patel, M. P.	242
Penshe, M. G.	802
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Pathak, H. V.	482
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Patkar, A. V.	121
Patkar, V. R.	494
Patre, R. N.	600
Patwardhan, G. B.	92
Patwardhan, N. V.	627
Patwardhan, S. V.	20S.A.
Patwardhan, H. R.	431
Patwardhan, V. R.	691
Patwardhan, B. M.	616
Patwardhan, A. G.	544
Pavdi, S. M.	416
Pavry, N. M.	358
Pawar, G. K.	762
Pawar, S. Y.	852
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* Surname not known.

S. A. denotes superior appointments.

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Phadke, L. G.	712
Phadnis, G. K.	395
Phatak, D. Y.	732
Pingle, W. S.	346
Postwala, R. D.	593
Pranjivandas Kahandas*	678
Premchand Lalubhai*	860
Pundalik, G. M.	535
Punjari, G. R.	713
Purandhare, G. M.	296
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Raval, P. S.	561
Raval, S. B.	812
Raval, M. G.	817
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Rebello, F.	576
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Sahasrabudhe, G. A.	836
Sahasrabudhe, G. D.	665
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Sathe, K. K.	261
Sathe, N. M.	157
Sathe, N. P.	343
Sathe, N. V.	11
Sathe, G. M.	
Sathe, S. K.	78
Sathe, V. V.	695
Sathe, P. R.	844
Sattur, G. H.	643
Savadi, S. R.	117
Savanur, R. A.	49
Sawargaumkar, T. J.	634
Sayani, I. M.	58
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Selby, F. G.	16S.A.
Sepahimalani, F. G.	353
Seth, B. K.	559
Sett, B. S.	114
Shaha, A. D.	134
Shaha, G. B.	328
Shaha, I. V.	253
Shaha, M. A.	504
Shaha, N. M.	676
Shaha, P. K.	514
Shaha, S. V.	435
Shaha, M. N.	430
Shaik, Hayat*	165
Shaik Imam valad Shaik Mahomed*	647
Shaik, J. M. H.	727
Shanahan, H. F.	97
Shastri, G. G.	75
Shastri, Y. C.	202
Shastri, V. K.	865
Shastri, K. G.	870
Shearer, W.	67S.A.
Sheth, D. L.	746
Shett, N. V.	302
Sideki, A. K. M. H.	649
Shidore, M. V.	533
Sindgi, S. T.	510
Singit, B. M.	808
Shukla, D. D.	290
Sirhatti, V. N. Y.	596
Sobraj, Kassaram*	277
Sohiar, E. R.	312
Sohoni, A. V.	191
Sohoni, R. B.	491
Sohoni, V. B.	12
Sohoni, M. A.	438
Sorabji, Miss P.	143
Sorabji, Miss M.	144
Sudame, P. N.	408
Sukal, H. M.	252
Sukal, J. K.	332
Sukal, P. M.	441
Sukal, S. R.	393
Sukal, P. T.	589
Sukal, D. G.	790
Sukal, C. M.	667
Sukatankar, K. R.	698
Sule, S. B.	133
Surati, M. J.	231
Sutaria, D. P.	610
Sutaria, L. M.	382

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* Surname not known.

S. A. denotes superior appointments.

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Talpur, A. K. F. V. K.	733
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Tarvadi, B. M.	580
Tarvadi, C. B.	601
Tarvadi, G. A.	110
Tarvadi, H. S.	531
Tarvadi, J. M.	832
Tarvadi, L. H.	774
Tarvadi, M. G.	222
Tarvadi, P. U.	453
Tarvadi, K. P.	176
Tarvadi, N. H.	711
Tarvadi, B. U.	524
Tarvadi, D. S.	523
Tarvadi, G. H.	595
Taske, S. P.	780
Tayeb, A. K. M.	664
Terry, G. W.	49S.A.
Thakar, A. M.	603
Thakar, G. P.	668
Thatte, C. S.	185
Thatte, G. H.	707
Thakur, H. B.	283
Tikhe, G. S.	486
Tilak, N. P.	120
Tile, T. S.	641
Tirathdas Kismatrai*	442
Tolani, P. K.	86
Tolani, B. V.	307
Toke, G. K.	838
Tonpe, G. S.	791

U

Udhanmal, Satramdas*	275
Umedali Janmahomed	313
Unwalla, J. N.	63S.A.
Upadya, V. P.	301

V

Vaidya, H. K.	680
Vaidya, K. M.	783
Vaidya, N. M.	329
Vaidya, R. J.	199

V—*continued*.

	No.
Vaidya, R. S.	436
Vaidya, S. B.	490
Vaidya, V. S.	618
Vaidya, W. K.	197
Vakharkar, B. B.	27S.A.
Vakil, M. R.	37
Valia, M. R.	499
Vankani, D. N.	764
Vania, H. B.	177
Vasi, R. S.	631
Vasuvada, M. A.	125
Vasvani, J. T.	271
Vatcha, E. M.	260
Vaze, G. R.	489
Ved, D. D.	170
Velavala, J. V.	368
Vellankar, H. M.	584
Verde, G. V.	121
Verde, M. N.	862
Vijalpura, B. H.	659
Vijaya, H. M.	183
Vimavala, M. K.	154
Vikrar, W. P.	841
Vora, D. K.	257
Vora, M. D.	423
Vyas, D. V.	56
Vyas, H. H.	211
Vyas, J. P.	456
Vyas, J. M.	721
Vyas, L. L.	377
Vyas, S. R.	578
Vyas, J. P.	551
Vyas, T. P.	851
Vyas, H. N.	398

W

Waddington, Colonel T.	2S.A.
Wadia, M. N.	61
Wadia, K. M.	450
Wadke, N. B.	371
Wagle, S. S.	210
Wamancharya Jhalikar*	383
Wasudeo, W. A.	307
Wasvani, J. N.	77
Webb, W.	32S.A.
Wordsworth, W.	3S.A.
Wudgatti, S. M.	509

Y

Yatgiri, S. V.	379
Yevalekar, G. G.	473
Yogi, N. D.	182

Z

Zalakikar, B.	153

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* Surname not known.

S. A. denotes superior appointments.